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## Curriculum Information Letter – Year 3 2025-2026

Dear Parents and Carers,

It was very pleasing to see the efforts the children put into their half-term homework projects. Well done Year 3! The children continue to work hard and are making great progress in their learning. As we move on through the academic year, the focus continues to be fostering independence and resilience. In this letter, you will find an overview of the work that your child will be completing this half-term. Please find opportunities to support your child's learning by doing additional research on any new topics.

### Curriculum Plan for 2025-2026-Spring 2

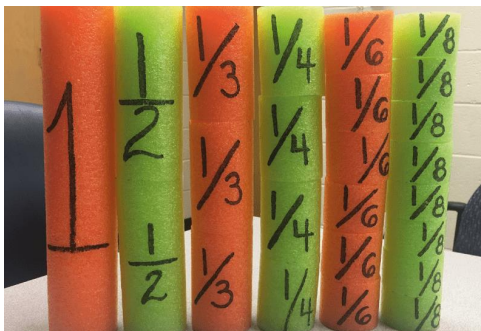
English	<p><b>Reading:</b> Our core texts for Spring 2 are 'Flotsam' by David Weisner and 'El Caminante' (animation) by Debra Smith. We will continue to write for a range of audience and purposes, showing an understanding of the main features of different types of writing as well as increasing awareness of language (grammar and vocabulary) appropriate for the purpose.</p> <p><b>Text 1: Flotsam by David Weisner</b> This is the story of a boy (a very scientific boy who brings binoculars, a microscope, and a magnifying glass to the beach!) who finds a very old, barnacle-encrusted underwater camera washed up with a wave. We will write a third-person retelling, a diary entry and a sequel.</p> <p><b>Text 2: El Caminante (animation) by Debra Smith</b> This beautiful story tells us about how an Andalusian hill town, built astride a deep gorge, is transformed by the arrival of El Caminante- the walking man. We will revisit writing a formal letter and exploring the features and vocabulary involved in a film review.</p> <p><b>Grammar/Punctuation/Spelling:</b> Year 3 will follow the Programme of Study for Grammar, Punctuation and Spelling. A set spelling list for testing is provided weekly with homework folders. Homework will be set on Wednesdays.</p>
Mathematics	<p><b>Fractions</b> This term, we will count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. We will also learn to:</p> <ul style="list-style-type: none"><li>• recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.</li><li>• recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.</li></ul>

	<ul style="list-style-type: none"> <li>• recognise and show, using diagrams, equivalent fractions with small denominators.</li> <li>• add and subtract fractions with the same denominator within one whole [for example, <math>\frac{5}{7} + \frac{1}{7} = \frac{6}{7}</math>].</li> <li>• compare and order unit fractions, and fractions with the same denominators.</li> <li>• solve problems that involve all of the above.</li> </ul> <p><b>Mass and Capacity</b> We will learn to measure, compare, add and subtract mass (kg/g) and volume/capacity (l/ml)</p>
Science	<p><b>Light and Shadows</b> In this unit, children will r examples of light sources, objects that do not give out light and that darkness is the absence of light, describe ways to protect eyes from harm and what happens when light reflects, give examples of reflective surfaces or materials and describe factors that may affect the quality of a reflected image. They will also describe how shadows form and identify patterns between groups of materials and the shadows produced, recall factors that affect the way a shadow appears, including what causes shadows to change throughout the day and factors that change the size of a shadow. They will describe the pattern of changing shadows throughout the day and how the light source's distance affects the shadow's size. Finally, they will explain why a particular material is appropriate to make a shadow puppet and use knowledge of shadows to animate it.</p>
Computing	<p><b>Branching Databases</b> Children will learn that data is raw numbers and figures and that information is what we can understand from looking at data. They will also learn that objects can be organised into groups, based on what they are or their different attributes. Finally, children will learn that ranching databases can help us to identify objects within sets of data. They are useful when we want to classify objects (consider objects within a certain group).</p>
Humanities:	<p>We will be learning about why the Romans invaded and settled in Britain. Children will learn about what was important to people in Ancient Rome, explain the meaning of the words 'empire', 'invasion' and 'settlement'. They will dive deep into the different reasons for the Roman invasion of Britain, explain how the Celts responded to the Roman invasion and use artefacts to make deductions about the lives of Roman soldiers in Britain. Finally, we will explore the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance.</p>
RE	<p><b>Who is the most important person in the Easter Story?</b> Children will delve deeper into the Easter Story and its key characters. They will explore why Judas betrayed Jesus, what Peter's denial says about the challenges of the Christian Faith and why there were women at the crucifixion of Jesus. By the end of this unit, they should be able to answer this question: Who is the most important person in the Easter Story?</p>
PSHCE	<p>This term, we are focusing on the definition of a drug and that drugs (including medicines) and how they can be harmful to people. They will also learn about the effects and risks of smoking tobacco and secondhand smoke. We will learn the definition of a vaccination, how the immune system functions and how they work to keep people healthy. Finally, we will learn about what identity is and explore what makes everyone unique and special.</p>
PE/Games	<p><b>Athletics</b></p>

	<p>This term, Year 3 are focusing on running consistently and smoothly at different speeds and show greater control and coordination in throwing and jumping events.</p> <p><b>Gymnastics</b> We will learn how to develop sequences and review and improve those sequences.</p>
Art	<p><b>Drawing</b> This term, children are increasing their art skills in drawing. They are learning about shading and texture inspired by the artist Mark Powell. Using his beautiful drawings in biro, they will learn to apply their skills to observational drawings.</p>
Music	<p><b>Pitch, Dynamics and Tempo</b> Children are further developing their understanding of the basic musical elements and how they can change and control the sounds they make.</p>
Homework	<p><b>Reading:</b> Daily - please sign your child's reading record once a week and encourage them to read daily for pleasure.</p> <p><b>Spelling:</b> Weekly - each week your child will be required to write a sentence for each spelling to show their understanding (Spelling test is on Monday). New spellings are taught on Tuesdays and revisited on Wednesdays.</p> <p><b>IXL:</b> Both English and maths homework will be set weekly on IXL every Wednesday. Children will have a week to complete the tasks in their homework folder and online.</p>
French	<p>Children will develop their understanding of spoken and written French and work towards using spoken language with confidence and accuracy. They are taught by Géraldine (our French teacher) weekly for 30 minutes. This term they are focusing on days of the week, months of the year, birthdays and Eater related vocabulary.</p>

### How Can You Help?

Here are some ideas to support your child with fractions:



**Equivalent Fraction Paper Strips**

#### **Build a Fraction Wall**

You can use sticks, swim noodles or even strips of paper to compare fractions. Have a go at different ways to make one whole, one half and so on. You can also use these resources to look at equivalent fractions.

#### **Lego Towers**

Visualising the quantities represented by fractions is easier (and a lot more fun) when you use LEGO! Lay your blocks out side by side or build towers. How many different fractions can you build?

All you need for this activity is a sheet of paper, some scissors, and a bit of patience when it comes to cutting the strips!

Firstly, cut some strips of paper. They must be paper strips of equal length.

Fold the first strip in half.

Fold the second strip into quarters.

Fold the third strip into six equal parts or sixths.

Fold a fourth strip into eight equal parts or eighths.

Finally, fold a strip into twelve.

Next, work with your child to label the strips, so each part on the first strip has  $\frac{1}{2}$  written on each part, the second strip is labelled with  $\frac{1}{4}$ s, and so on. Now, you / they can show that a half is equal to two quarters, three sixths, four eighths, and six twelfths.

You can then show that a quarter is equal to two eighths and three-twelfths.


You could repeat the process again, folding equal length paper strips into three, six, nine and twelve, showing that two sixths, three ninths and four twelfths are equal to a third.

Thank you very much for your support this year so far.


Sylvie

Year 3 Teacher

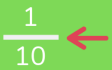
### HOW TO HELP WITH FRACTIONS IN YEAR 3



Divide the whole into ten pieces.



One of these pieces is called a tenth.



This line means 'divided by'

So we can write it out another way and it means the same thing:

$$1 \div 10 = \frac{1}{10}$$