



"Inspiring hearts and  
minds"

## CURRICULUM NEWSLETTER

**CLASS 3**

Spring Term 2026

**TEACHER:** Mrs Merritt / Miss Long

**TOPIC:**

Nature Explorers and Shakespeare

**TEACHING ASSISTANT:** Mrs Carter

**Understanding English, communication and languages:**

**Lost Words: Poetry – Kennings/Acrostic poems using similes and metaphors.**

The children will explore powerful verbs – using dictionaries/thesauruses to uplevel their choices/understanding. They will explore fronted adverbials, adverbs and prepositions, conjunctions to join clauses, similes and metaphors and expanded noun phrases. These skills will provide the children with the tools to create and perform their own poetry.

Non-chronological reports – The children will create a piece of non-fiction writing inspired by our topic of Nature Explorers.

**Shakespeare: Scripts – write and perform a short script.**

The children will use The Tempest as an introduction to the work of William Shakespeare. They will experience this through text, animation and film.

**Whole class text: By Ash, Oak and Thorn by Melissa Harrison**

Three tiny, ancient beings - Moss, Burnet and Cumulus, once revered as Guardians of the Wild World - wake from winter hibernation in their beloved ash tree home. When it is destroyed, they set off on an adventure to find more of their kind, a journey which takes them first into the deep countryside and then the heart of a city. Helped along the way by birds and animals, the trio search for a way to survive and thrive in a precious yet disappearing world.

**TOPIC:**

**Geography: Plants of the World**

We will identify the location of plants around the world using map skills. Biomes will be explored and major biomes of the world will be identified. We will look at how plants have adapted to survive in extreme environments. We will also look at the role of plants in agriculture (human geography) and will explore biodiversity where the children will carry out their own research into one of the mega-diverse countries.

**DT: Nature Explorers – The World on a Stick?**

We will begin with an image of Archimedes lifting the World with a stick. How could this even be possible? We will look at the principals behind the lever, and learn about how the position of the fulcrum affects the efficiency. We will find out about the three classes of lever and think of examples of every day items that demonstrate each of these in action. We will then learn about the linkages that can be used with levers to create mechanisms. We will explore and experiment with lever/linkage mechanisms that produce different outcomes. We will be able to demystify and describe mechanical advantage. Eventually we will look at ways in which we can apply this in work of our own design, taking inspiration from the book 'The Lost Words' that we are using in English; creating moving illustrations to accompany the poems that we read and write.

**DT: Shakespeare's shadows**

The second part of this term will build on our knowledge and skill in using levers and linkages to create mechanisms in paper and card – this time in the context of shadow puppetry, which we will link with Shakespeare. We will take a brief look at the history of shadow puppetry across the world, and take some tips from Richard Bradshaw, shadow puppeteer. We will use mechanisms to create puppets with moving parts; working together to eventually display our work in an entertaining puppet show.

**MATHEMATICAL UNDERSTANDING:**

Number and Place Value, Addition and Subtraction, Number Facts: Numbers to 10,000

Addition and Subtraction: Column Addition and Column Subtraction

Number Facts: 3,6 and 9 Times Tables

**SCIENCE:**

As Scientists the children will learn about how plants grow. They will identify and describe the functions of the roots of flowering plants, investigate the way in which water is transported within plants, identify and

**THINGS YOU CAN DO AT HOME TO SUPPORT YOUR CHILD'S LEARNING:**

**Reading:** It is important to hear your child read or share a book with your child regularly. Even if your child is a confident, fluent reader, sharing the reading process with

describe the functions of leaves in flowering plants, explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal, explore some of the ways in which flowering plants disperse their seeds and they will understand the structure of seeds and their importance as a food source.

#### **COMPUTING:**

Programming - We will explore the links between events and actions. The children begin by moving a sprite in four directions (up, down, left, and right). They then explore movement within the context of a maze, using design to choose an appropriately sized sprite. The sessions will conclude with the children designing and coding their own maze-tracing program.

**RELIGIOUS EDUCATION:** Participation in Collective Worship and church services.

The 'Big Questions' set out by the Oxfordshire Diocese. These are designed to engage the children to investigate features of our key religions, Christianity, Hinduism and Judaism.

**Term 1:** Why do people argue that some places are spiritual?

**Term 2:** Does Easter Make Sense Without Passover?

#### **UNDERSTANDING PHYSICAL DEVELOPMENT, HEALTH & WELLBEING:**

Dance and Rugby

#### **Weekly PSHE lessons – Health & Wellbeing**

Using the SCARF resources

**Term 1:** Keeping Myself Safe

**Term 2:** Rights and Responsibilities

**Forest School –** Fortnightly Forest School sessions will continue throughout the year.

#### **VISITS AND TRIPS:**

We will be visiting Hill End during the Summer Term which will allow the children to apply all their knowledge from the Nature Explorers topic whilst providing them with the opportunity to embark on some practical fieldwork allowing them to develop their knowledge and skills as Geographers and Scientists (look out for further communication about this exciting trip!).

Shakespeare workshop in school during Term 4 (Shakespeare Week)

them is a vital part of their childhood. If your child is a focus reader in school, they will bring home a reading diary – please comment and sign when your child has read at home to an adult.

Could you please ensure that reading books are brought into school every day.

**Homework:** This term, there will be a heavy focus around **Reading** – please look out in your child's book bag for weekly reading tasks.

**Spellings** - Spelling patterns will be taught during the week and these will be consolidated during spelling/handwriting sessions within the school day. The Yr3/4 Spelling Statutory Spelling list can be worked on at home.

**Times tables:** By Year 4 all children should be proficient in their tables (and related division facts). A National Times Table Check will be carried out with all Year 4 children in the summer term to assess this.

Each child has a login for Times Tables Rockstars where they can work on quick recall of these facts.

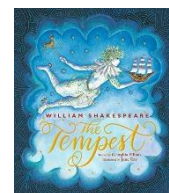
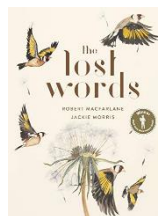
Another useful website is:

<https://www.topmarks.co.uk/maths-games/hit-the-button>

Daily oral rehearsal is also recommended.

Each child has a login for Wordshark where they can work on spellings bespoke to their needs.

#### **Texts we will be using:**



**AND ESSENTIAL . . .** Please ensure that the children have: Water bottle, PE kit, Art apron and wellington boots in school at all times. Please check clothing is still clearly labeled. If PE bags go home, please ensure they are returned the following Monday. Book-bags brought to school daily. Please ensure that on a Forest School day, your child is fully equipped with the correct clothing to suit the weather conditions.

**We are always happy to give help and advice, so please do not hesitate to contact us. If you feel you have an expertise in any of the topics we are covering, we would love to hear from – we always welcome parental support!**