



Wood End Primary School Curriculum Newsletter

Year 3 Summer Term 2 2026

Dear Parents and Carers,

As we approach the end of Year 3, we would like to say a very big thank you for all your help and support throughout the year. The impact it has had on the children is positive and we can see this reflected in their school life. Your support in helping them with homework, going on school trips, attending our class assemblies and reading mornings is very much appreciated. It is a great pleasure to see what confident learners they have become. Please see the information on the pages below for what we will cover in the last half term of Year 3.

Remember we are here to help so if you have any questions or concerns, please talk to your child's class teacher.

Themed days

We will be celebrating and discussing the following:
World Environment Day,
Fathers' Day and other key celebrations.

Trips

Our school trip will be to
The Natural History Museum on the 24th June.

miStAkEs
are proof
that you are
TRYING

Below is a breakdown of the skills and knowledge to be covered in each subject through this topic.

English:

We follow the Talk for Writing model for our English Curriculum. For our Fiction unit of writing this half term we will be writing a Narrative as well as Performance Poetry. As a part of our Non-fiction unit of writing we will look at Explanation Texts.

We will focus on the key skills used in each type of writing. In Narrative writing we will look at characterisation and dialogue, description of people, places, objects and creatures, dilemma - suspense and action and crafting the opening and ending of a tale. When writing Explanation Texts we will use technical, subject specific words, organising information with subheadings, present tense, formal language and time connectives. and look at organising and linking paragraphs appropriately with a range of connectives.

This half term we will be using the Complete Comprehension Reading Scheme. We will still use the same skills as in our previous reading to ensure progression in reading.

Mathematics:

This half term we will be looking at Money, Time, Angles and Properties of Shapes as well as Statistics. Our learning objectives are to:

- add and subtract amounts of money to give change, using both £ and p in practical contexts
- tell and write the time from an analogue clock, using Roman numerals from I to XII, and 12-hour and 24-hour clocks
- estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds
- identify right angles and identify whether angles are greater than or less than a right angle
- identify horizontal and vertical lines and pairs of perpendicular and parallel lines
- interpret and present data using bar charts, pictograms and tables
- solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables

Religious Education- Why are festivals, celebrations and High Holy Days so important within Judaism?

To know:

- what are the main High Holy Days and festivals that are celebrated within Judaism
- what other events are a source of celebration for Jewish people
- why Yom Kippur is regarded as the holiest day in the Jewish year
- the origins of Shabbat and how is it celebrated in the home and in the synagogue
- what foods are traditionally associated with each of the Jewish events

History - Roman Britain

To know:

- why the Romans invaded Britain
- if the Celts should have taken on the Romans
- how the Romans were able to keep control over such a vast empire
- how settlements changed after the Roman invasion
- why the Roman Empire ended after 400 years

Computing - Coding

To understand:

- what a flow chart is and how they are used in computer programming
- that there are different types of timers
- how to use the repeat command
- the importance of nesting when coding, testing and debugging
- how to design a program

Science - Plants, Forces and Magnets!

Key questions

- What parts of a plant can you identify and what are their key functions?
- What are forces and what type of surfaces have friction?
- What do magnets do and how do we test a material to see if it's magnetic or not?

Physical Education: Athletics

The focus of the learning is to practise athletics skills for track and field

Music

We will continue our African Drumming Lessons this half term.

Art - Modern Architecture

To:

- compare modern and traditional architecture
- understand that the function of a building affects its design
- understand that architects use different things to inspire their designs
- consider the process an architect takes to design a building
- understand that an engineer works out how a building will stand up safely

PSHE - Relationship and Health Education

Learning questions are:

- How can families be different?
- How do we manage pressure from friends?
- Who keeps me safe in different places?
- How do I contact the emergency services?
- How do different cultures celebrate growing up?

Useful websites to support learning in this topic

<https://www.bbc.co.uk/bitesize/topics/>

Roman Britain



Books to read

- **What the Romans did for us: Age 7-8**, Alison Hawes
- **Everything: Romans in Britain: March onwards for facts, photos and fun!** (National Geographic Kids)
- **Ancient Rome** (DK Eyewitness)
- **Roman Life in Britain: Band 12/Copper** (Collins Big Cat)
- **See Inside Ancient Rome** (Usborne Flip Book)

Key vocabulary

Conquer/conquest	To take over land belonging to another country
Empire/Emperor	A sovereign ruler of an empire.
Frontier	Area near boundary with another country
Gaul	Name for area we call France
Govern/government	The way the country is ruled
Hypocaust	Central heating system
Invade/invasion	When an army or country takes over another country
Legion	Very large group of soldiers
Province	Part of a country brought under control of a government
Rebellion	When people resist how they are being treated by using force against the ruler
Slave	Person who was owned by and worked for another
Tax/taxes	Money people had to pay to the government each year
temple	Place of worship
Tribe/tribal	Group of people, often from same family, who live in same place and have the same interests
Trade	Buying and selling goods
villa	Large country house for the rich, lots of which have survived
Worship/worshipped	To show a strong feeling of respect for a god(s)

Websites

- [English Heritage >>](#)
- [BBC Teach – Class clips 1 >>](#)
- [BBC Teach – Class clips 2 >>](#)
- [British Museum](#)
- [Roman Baths](#)
- [St Albans Museum](#)
- [Schools Learning Zone](#)

Top takeaways

- Having studied this topic you should be able to:
- Explain why Claudius invaded Britain when Caesar didn't stay
 - Describe how Boudica stood up to the Romans
 - Explain why we have different interpretations of Boudica today
 - Describe 4 of the most significant changes the Romans made to how people lived, and how we know for sure
 - Explain why the Romans were so powerful but then left Britain after nearly 400 years
 - Describe the main ways in which the Romans still impact on our lives today, 2000 years later



architecture	the art of designing buildings
architect	a person who designs buildings
design	planning and drawing how a building is going to look
modern architecture	a building that has recently been designed and built, e.g., in the last 30 years
traditional architecture	architecture which uses ideas and design which come from classical architecture , such as the design of the Parthenon
innovative	a design which uses new ideas
function	what a building is for , e.g., a school is for children to learn in
feature	an important thing about the design of a building, e.g., what it is made out of, if it has curved or straight walls, if it has pillars, if it is symmetrical
materials	what a building is made of , e.g., stone, brick, cement, steel
process	the steps that are taken to make a building, from design to construction
construction	the action of putting up a building



Guggenheim Museum

architect:
Frank Gehry
completed: 1997



the Scottish Parliamentary Complex

architect:
Enric Miralles
completed: 2004