


## YEAR 3

April 2025

Dear Parents and Carers

We would like to welcome you to the start of a new term.

**Our Topic**
*Geography: Beside the Seaside*
*Science: Plants*

In this topic, children will learn about the coast of the British Isles. The children will be provided with a large number and wide range of visual images, as primary geography is such a visual subject. The children will consider some of the advantages and disadvantages of living by the coast, and how much of the UK's coast has changed from a focus on fishing to one on tourism.

Throughout this topic, the children will also be introduced to a few contrasting coasts around the world, and associated environmental issues, extending their coastal and locational knowledge and encouraging critical thinking and presenting an argument.

Also in this topic, children will revise the names of the main parts of a plant (root, stem/trunk, leaf and flower) and learn their functions and how these relate to their appearance and structure.

They will learn about the absorption and transport of water and nutrients and the role of the leaf in making food for the plant. They will learn about the parts of the flower, their roles in plant reproduction and the stages of the life cycle of a flowering plant.

**Maths and English**
In maths lessons, children will be learning about column addition and subtraction, consecutive numbers, place value, ordering and comparing larger numbers, as well as multiplication and division facts. They will also be learning about vertical, horizontal, parallel and perpendicular lines linked to 2D shapes and will be looking at solving fraction problems including tenths. The children will be learning about measuring capacity using millilitres and litres also.

In order to support your child, you could measure liquids and their capacity at home, practise counting forwards and backwards in numbered steps, and using basic column addition and subtraction.

It would really support your child if they were confident with their times tables. This would help them in all areas of maths. This term your child needs to learn the:
*8 times table*

x2 x10 x5 x4 x3 x8 x6 x9 x7 x11 x12 p1

In English, we will be learning about: *planning and writing a fantasy story beginning using descriptive language and dialogue, persuasive sentences to write a persuasive letter, the use of apostrophes for contractions, writing in the role of a story character and planning for a story prequel.*
To support your child, you could discuss how plants make their own food, how they grow and reproduce; all the things the children will be learning about. Also, think about how stories build tension, what words are used to help create that feeling?

Please encourage your child to read at home every day and ask them questions about what they are reading at every opportunity.

Your child may bring a water bottle to school. Please ensure the bottle is clearly named and only contains water.

**PE**
Blackbirds – Wednesday and Friday.
Moorhens – Tuesday and Friday
Starlings – Friday and Swimming Thursday.
Please ensure that your child has the appropriate PE kit. For outdoor games, the children need plain black/navy tracksuit bottoms, a plain white t-shirt, a plain sweatshirt and trainers. For indoor PE, the children need plain black/navy shorts, a plain white t-shirt and plimsolls.
Every item needs to be clearly labelled and in a bag that will remain in school every day. Kits will be taken home


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to be washed at the end of each term. No items should be taken home during the term.

**Home Learning**

Homework will be set on a Friday and will continue to support your child's education. It will include weekly spellings and Learning Journey spellings, as well as a maths activity and reading. If there are ever any problems about the homework, please come and see us as soon as possible.

**Important Dates**

22.04.25 – First day of term 5
05.05.25 – May Day Bank Holiday
21.05.25 – Skegness Aquarium Visit
23.05.25 – Last day of Term 5
02.06.25 – First day of Term 6

Yours sincerely

Miss Hodson, Miss Hovey and Ms Parmee
**Year 3 Class Teachers**

**HOW YOU CAN SUPPORT YOUR CHILD'S LEARNING THIS TERM:**

*Key things that parents can do to support their child this term related to things they will be learning about:*

- *Look at different examples of plants and make a fact file.*
- *You could make a model plant with labels naming the parts. How creative can you be?*
- *You can create your own Plant Care kit, informing people how to look after plants and keep them healthy.*
- To help your child you could visit the website below:

https://www.youtube.com/watch?v=aladpRIVdRI

- This will explain what plants need to survive in general, as well as those carnivorous plants.

https://www.youtube.com/watch?v=SwfhYYnmLYM

- This is video clip about parasitic plants, which show other ways that some plants survive.
- When outside or travelling to and from school you can have a discussion with you child about the different plants and leaves that you see on the way.

Some fun facts:

- Some plants are predators and not just there to look and smell pretty for our pleasure.
- The Venus flytrap, sundew plant, pitcher plant and bladderwort plant catch flies and insects for their prey. Yum!
- Some tropical pitcher plants are even large enough to catch small lizards and mammals such as rat!
- Even fungi can be predatory, infecting their prey and slowly growing inside them. Fungi can attack flies, grasshoppers, locusts and moth pupae.

Our final questions to answer:

- What is a pitcher plant? What does it look like? 2 House Points if you can let us know this.


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### Mini Aquarium in a Bottle


**You will need:**

Sand
Empty bottle
Small ocean animal toys or shells
Water
Blue food colouring (optional)

**Method:**

1. Rinse your sand so it doesn't make the water cloudy by putting it in a bowl, add water, swirl around, and carefully pour out the cloudy water. Repeat until the water no longer gets dusty. NOTE: Not all sand is made the same, better quality sand is less dusty.
2. Fill your plastic bottle with approximately 2 inches of sand.
3. Fill the sensory bottle with water. If the sand is dusty overflow the water bottle so the dust runs out (the sand should stay at the bottom of the bottle).
4. To prepare their aquarium have child add small shells and a drop of blue food colouring to the water.
5. Next have them select animals or small shells and put them inside their aquarium.
6. Close the bottle tight and the sensory bottle is ready to be played with.


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# Coral

### Think
- What is this?
- What colours can you see?
- Where in the world might you see this?
- What do you think it feels like?

### Respond
Who or what could come out of the coral and what might happen next?

### Reimagine
Draw a creature that could live inside the coral.

### Discuss
Where do oceans start and stop?

### Solve
In every square metre of reef there are approximately 6 crabs. If the reef is 243m², estimate the number of crabs.

There are approximately 14 fish per m². Estimate how many on the reef.

There are approximately 36 coral per m². Estimate how many on the reef.

### Discover
**Fact:** Corals are alive! They are ancient animals related to jellyfish and anemones.

**Question:** What can you find out about corals? Where is the Great Barrier Reef and what is it?

# Wave

### Think
- Where might this be?
- Is it near to where we are now?
- What is the weather like?
- What caused the wave?
- How can we tell the size of the wave?
- How might it feel to be in the sea when this wave breaks?

### Respond
Lots of poems have been written about waves and the ocean. Write a poem that conveys the movement of the waves?

### Reimagine
Draw your own wave. How are you going to capture the action?

### Discuss
Is the ocean alive? Why do we need to respect the ocean?

### Solve
The height of this wave is 28.6m. What is the height in cm? What is the height in mm?

The next wave to break reached a height of 1940cm. What height was this as a percentage of the first wave to one decimal place?

### Discover
**Fact:** The highest wave ever recorded was during a tsunami in 1958 in Alaska - it was over 34m high.

**Question:** Can you find something that is 34m high to get a sense of the scale? Perhaps a building or a number of large objects or animals stacked on top of each other?

Station Road, Kirton, Boston, Lincolnshire PE20 1HY
Tel: 01205 722236 Email: enquiries@kirton-boston.lincs.sch.uk