

Year 3 Update 16.1.26

RE:

- The children read two Bible stories, 'Jesus Heals a Paralytic' and 'The Faith of a Centurion'.
- To write a diary entry, imagining thy were Jesus.

Key vocabulary: faith, miracle, centurion, heal, parable

Coming up next week: Why do some people listen to Jesus' words and others don't, like in the Sower story

English:

- Continued narrative topic based on Alice's Adventures in Wonderland by Jeanne Willis
- Character description of The Queen of Hearts describing her personality and appearance
- Key vocabulary: preposition, conjunction, adverb, adjective.

Coming up next week: to write about own Wonderland!

Maths

- Found the perimeter of different size rectangles.
- Found the missing length when given the perimeter and using word problems to work out the perimeter.

Key Vocabulary: perimeter, measure, length, width

Coming up next week: multiplication- 3, 4 ad 8 times tables including counting.

Science

- To find out about the properties of different rocks.
- Carried out an experiment to look at the impact vinegar and water have on different types of rocks.
- Key Vocabulary: observe, igneous, sedimentary, metamorphic.

Coming up next week: To discover how fossils are formed.

Homework

- This week's homework has been set on My Maths.

Have a lovely weekend,

Shannon and Olivia 😊

Forest School Message

We started the session with a tapping exercise to help regulate our bodies. Then the children took part in our weekly Action Names welcome routine and today Emma challenged the children to use alliteration, too. Then we played the game This is Not a Stick. Emma chose an interesting stick to pass around the circle and each child had to think creatively about what the stick could be and say, "This is not a stick, it's my ...". Emma was really impressed with the children's original ideas and their capacity to add actions to go with their idea. There were many imaginative replies, including a back scratcher, a dragon's mouth, a chicken's foot, a bow tie, and a golf club!

A key focus for today was on fostering play and specific communication that can promote effective play interactions. Emma asked the children to share what play means to them. We discussed how you know someone is enjoying play and the topic of consent. Emma modelled sharing with others what your 'no's' might be in a game (e.g. I don't like sticks being near my face), and the importance of checking in during the play. Everyone agreed that the word 'lemons' would be used as a safe word to stop any play they weren't comfortable with

After this, each child was given a long stick and they worked in small groups to generate different ideas for games that could be played. These included imaginary role play games, challenges, variations of tag, a musical instrument themed game, and more traditional games such as Limbo. The whole class gathered together at the end and each group shared one of their ideas with everyone.

Before moving onto the independent choosing section of the session, Emma modelled how old t-shirt material could be made into yarn for different activities (linking back to our sustainability story last week). Lots of children chose to work with Emma to create their own yarn using the t-shirts that had kindly been donated and some used this yarn to weave onto 'y' stick weaving frames. Other children enjoyed making their own catapults and practised their aim as they tried to knock down different targets including tin cans on various logs. There was a lot of interest in the mud kitchen today and we observed positive co-operation between peers. Some children chose to use the long sticks and continued making up their own games and challenging themselves with different activities, such as using them to walk along the slackline like a tightrope!

To finish, Lisbon learnt a song called 'The River is Flowing' and Padua asked if they could sing a song they loved from last year called 'We Are the Wild Ones'.

Best wishes,

Carrie and Emma

BIG SCHOOLS' BIRDWATCH 2026

We are pleased to let you know that we will be taking part in the Big Schools' Birdwatch 2026, and we would love for you to take part at home too.

This national survey helps to build a picture of garden bird populations across the UK. Through this activity, children will be working scientifically by observing birds and recording data carefully.

Please visit the link below to sign up and receive a free birdwatch guide: [RSPB Bird & Wildlife Conservation Charity](#)



HOW TO TAKE PART AT HOME:

- Choose one hour between 23-25 January
- Only record the birds that land in your garden or chosen outdoor space
- Record the highest number of each bird species seen at any one time

Optional challenge: We would love to see children capture their observations through photographs or drawings and share them with their class.