# PICKHURST ACADEMY

## YEAR GROUP NEWSLETTER

**YEAR GROUP**

**3**

**Week Commencing: 16th November 2026**

**A quick snapshot of what our children are learning, celebrating and preparing for.**

## THIS WEEK'S LEARNING

### MATHEMATICS

This week in Maths, we began learning about multiplication by exploring equal groups and understanding how objects can be grouped equally. We then moved on to using arrays to represent multiplication in a visual way, helping us see the relationship between rows, columns and equal groups. Children practised counting and recognising equal groups to build a strong foundation for multiplication.

**Useful Links:**
https://whiteroseeducation.com/parent-pupil-resources
https://www.bbc.co.uk/bitesize/topics/z36tyrd

### ENGLISH

This week in English, we have been developing our descriptive and creative writing skills. We learned how to use adverbs and adverbial phrases to describe when, where and how actions happen, and practised writing multi-clause sentences using the conjunction 'if'. We also created figurative expanded noun phrases to make our descriptions more vivid and engaging. In addition, we worked on organising ideas and events in a logical sequence and used clues from a text to infer how a character might be feeling, supporting our ideas with evidence.

**Useful Links:**
https://www.bbc.co.uk/bitesize
https://www.literacyshed.com

### SCIENCE

This week in Science, we learned about the nutrients our bodies need to stay healthy, focusing on carbohydrates, proteins, fats, vitamins and minerals. We explored the different roles these nutrients play in keeping us healthy and then looked at our school dinner menu to identify which foods contained each nutrient. This helped us understand how a balanced diet provides the nutrients our bodies need to grow, repair and stay active.

**Useful Links:**
https://www.bbc.co.uk/bitesize/topics/z6882hv
https://www.nhs.uk/live-well/eat-well/

### HISTORY/GEOGRAPHY

This week in Geography, we explored the similarities and differences between the Arctic and Antarctica. We compared these two of the coldest places on Earth, learning about the polar climate zones and the extreme conditions found there. We also investigated the tundra biome, discovering the plants and animals that have adapted to survive in these harsh environments. Through our comparisons, we developed a better understanding of how geography influences climate, habitats and ways of life.

**Useful Links:**
https://www.bbc.co.uk/bitesize/topics/z849q6f
https://www.wwf.org.uk/where-we-work/arctic

## ART/DT

This week in DT, we explored the different features of castles and learned about the purpose of structures such as towers, battlements, moats and drawbridges. We then used our knowledge to design our own castles, carefully thinking about the features we wanted to include. Finally, we labelled our designs, explaining the purpose of each feature and how it would help protect the castle.

**Useful Links:**
https://historicengland.org.uk

## PSHE

This week in PSHE, we marked Remembrance Day by learning why it is important to remember the people who have served and sacrificed in wars and conflicts. We explored the meaning of the poppy, reflected on the values of courage, service and peace, and discussed how Remembrance Day is commemorated across the country. We also took time to think about why remembering the past can help us build a more peaceful future.

**Useful Links:**
https://www.britishlegion.org.uk/remembrance

## ★ STARS OF THE WEEK ★

★ **Cedar Class: Ava**, for showing fantastic growth in confidence, contributing more in lessons and consistently putting great effort into her work.

★ **Cherry Class: Niyah**, for her great understanding with concrete and abstract nouns, that she used to create figurative phrases in English.

★ **Elm Class: Aviyana**, for consistently demonstrating an excellent attitude to learning this week!

★ **Maple Class: Harry**, for having an outstanding week and demonstrating all of our Pickhurst Values!

## GENERAL REMINDERS

- **Wednesday:** outdoor PE, children to arrive in their PE kit.
- **Monday:** indoor PE, children to arrive in their PE kit.
- Earrings should **not** be worn on PE days, alternatively tape should be placed over earrings at home.

## HOW FAMILIES CAN SUPPORT LEARNING

Families can support learning at home by encouraging their child to read for at least 10 minutes each day, helping to develop reading fluency and comprehension. Children should also practise their times tables using Times Tables Rock Stars (TTRS) and consolidate their maths learning from the week using MyMaths. Regularly practising the week's spellings will help build confidence and accuracy in writing. Please also ensure that any homework set is completed and returned on time. These small, regular activities can make a big difference to your child's progress and confidence in school.

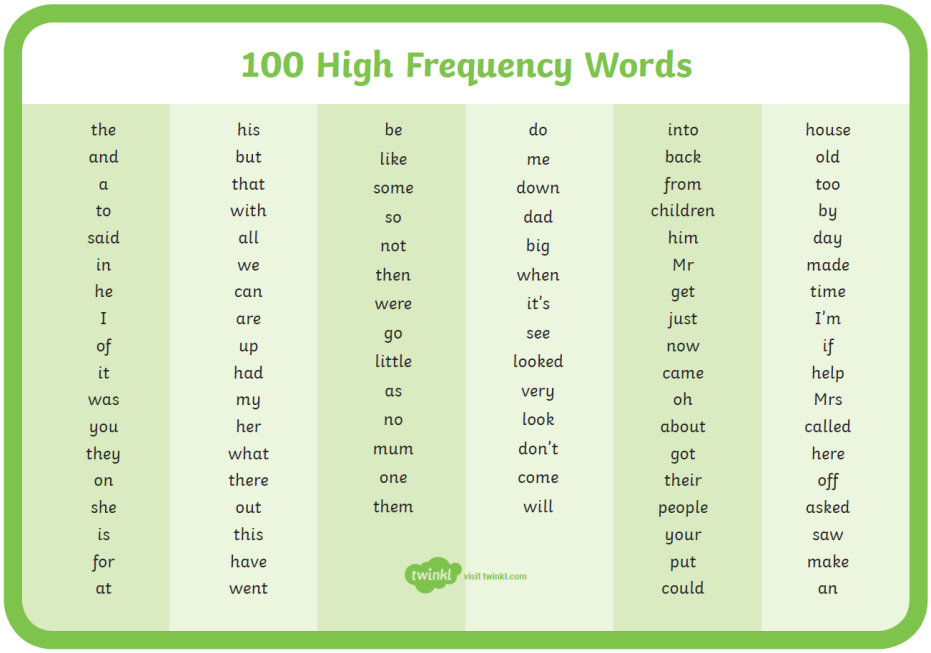
# Homework Expectations

| Subject | Frequency | Expectations for Child | Parent Support/Advice |
|---|---|---|---|
| Maths TTRS (TimesTables Rock Stars) ***Online*** | Daily/Weekly | Recommendation is for 10 minutes per day or one hour per week if consolidating. | Encourage independence, support if/when needed. |
| MyMaths ***Online*** | Set weekly (compulsory) | Complete assigned task which is set on a Friday. Complete by following Friday. | Encourage independence, support if/when needed. |
| Spellings ***Listed on Google Classroom*** | Set weekly (compulsory) | Daily practice, approx. 10 minutes. Practice spelling words and using them in a sentence. | Encourage, daily practice. Dictate sentences. |
| Reading ***"Real Book", keep in school bag*** | 10 minutes a day (compulsory) | Take a book home from school to read for pleasure. Children should read every day either to themselves or an adult. | Please listen to your child read at least once a week and comment in the record book using the comment bank to help (see reading record book or scan the QR code). |
| Writing | Half termly task (set every half term, compulsory) | Complete writing task in book, approx. 20 minutes. | Encourage independence, support when needed. |
| Projects for foundation subjects, e.g. history, science, MFL Language Angels | Half termly (optional) | Optional to complete. However, finished projects will be placed on display around the school. | Encourage independence, support when needed. |

# Spellings

Children are expected to practise their weekly spellings at home alongside the daily spelling practice they receive in school. Each half-term, children will be tested on two sets of 15 words: words from Weeks 1–3 will be tested in Week 3, followed by words from Weeks 4–6, which will be tested in Week 6. These are low-stakes spelling checks designed to provide opportunities for practice and build confidence, rather than formal assessments.

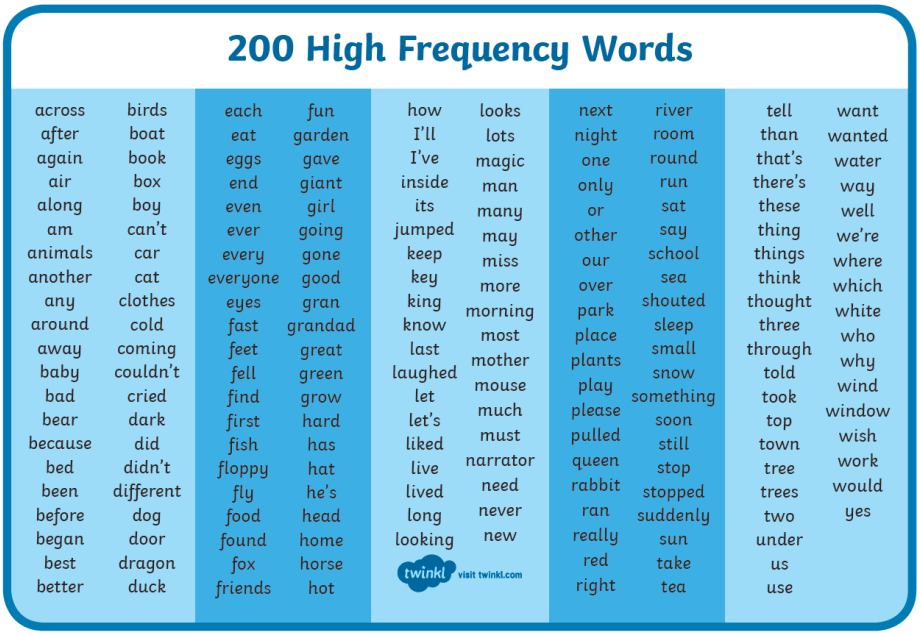
For children with SEND, or those who find the year-group spelling words particularly challenging, we encourage continued practice of high-frequency words, which can be found below. Learning these words will help to support their confidence and independence in everyday writing.



## 100 High Frequency Words

| | | | | | |
|---|---|---|---|---|---|
| the | his | be | do | into | house |
| and | but | like | me | back | old |
| a | that | some | down | from | too |
| to | with | so | dad | children | by |
| said | all | not | big | him | day |
| in | we | then | when | Mr | made |
| he | can | were | it's | get | time |
| I | are | go | see | just | I'm |
| of | up | little | looked | now | if |
| it | had | as | very | came | help |
| was | my | no | look | oh | Mrs |
| you | her | mum | don't | about | called |
| they | what | one | come | got | here |
| on | there | them | will | their | off |
| she | out | | | people | asked |
| is | this | | | your | saw |
| for | have | | | put | make |
| at | went | | | could | an |





## 200 High Frequency Words

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| across | birds | each | fun | how | looks | next | river | tell | want |
| after | boat | eat | garden | I'll | lots | night | room | than | wanted |
| again | book | eggs | gave | I've | magic | one | round | that's | water |
| air | box | end | giant | inside | man | only | run | there's | way |
| along | boy | even | girl | its | many | or | sat | these | well |
| am | can't | ever | going | jumped | may | other | say | thing | we're |
| animals | car | every | gone | keep | miss | our | school | things | where |
| another | cat | everyone | good | key | more | over | sea | think | which |
| any | clothes | eyes | gran | king | morning | park | shouted | thought | white |
| around | cold | fast | grandad | know | most | place | sleep | three | who |
| away | coming | feet | great | last | mother | plants | small | through | why |
| baby | couldn't | fell | green | laughed | mouse | play | snow | told | wind |
| bad | cried | find | grow | let | much | please | something | took | window |
| bear | dark | first | hard | let's | must | pulled | soon | top | wish |
| because | did | fish | has | liked | narrator | queen | still | town | work |
| bed | didn't | floppy | hat | live | need | rabbit | stop | tree | would |
| been | different | fly | he's | lived | never | ran | stopped | trees | yes |
| before | dog | food | head | long | new | really | suddenly | two | |
| began | door | found | home | looking | | red | sun | under | |
| best | dragon | fox | horse | | | right | take | us | |
| better | duck | friends | hot | | | | tea | use | |

## Weekly Spellings

| | | | |
|---|---|---|---|
| consider | continue | decide | extreme |
| describe | different | difficult | forward |
| disappear | early | earth | famous |
| eight | eighth | enough | favourite |
| exercise | experience | experiment | February |

## Thank you from the Year 3 Team

Thank you for your continued support with your children's learning and for working with us as part of the Pickhurst Academy community.