



# The Pegasus Academy Trust

## Year 3 Termly Newsletter: Summer 2026

**W**e hope that you have had a fantastic Easter break and we look forward to having a wonderful summer term. We hope that this newsletter will help to keep you informed about what your children will be learning this term. If we need to share information with you, we will use the 'Studybugs' platform, so please make sure we have an up-to-date mobile phone number for you. Important dates can be found easily by going to [www.pegasusacademytrust.org](http://www.pegasusacademytrust.org) and clicking on the 'Events' tab at the top of the page.

**English:** This term, we will be working hard in English to develop the children's reading, writing and listening skills. We will explore the magical world of 'Leon and the Place Between', 'Edward Tulane' as well as 'The Tin Forest' - a heart-warming tale about the importance of conservation and protecting our world.

The children will be able to access reading above the expected level for their age group with a copy of the text in front of them for support and will write in a variety of styles which continue to develop the use of descriptive language, use of a wider range of punctuation and grammar and spelling patterns.

**Maths:** In our maths learning this term, children will be learning to tell the time to the nearest minute using the 12-hour and 24-hour clock as well as learning how to measure different durations of time using seconds. We will then be exploring measure relating to length, mass and capacity.

We will complete our maths learning this year by studying and comparing different types of angles. We will also examine 2D and 3D shape including symmetry. Through this learning, we will seek to deepen the children's understanding of these concepts enabling them to approach reasoning and problem solving questions with confidence. We will also continue to learn our 3x, 4x and 8x multiplication facts. Please encourage your child to embed these skills using Times Tables Rockstars and other times table games.

**Science:** Our science topics for this term are 'Light and shadows' and 'Plants'. During our study of light, we will be looking at sources of light and studying the reflective property of materials. When we study plants, we will focus on the structures of plants and the names and functions of their different parts. We will also look at the processes of pollination and photosynthesis and how they are key to a plant's survival. The children will also be learning how to work as scientists, undertaking investigations, which will consolidate this learning.

**Thematic:** This term our theme is: Like a Rolling Stone. In history, we will be learning about Prehistoric Britain and the changes that occurred from the Stone age to the Iron age. To support this learning, we will be visited by cavepeople who will stay on site. The children will visit their Stone Age dwelling for an immersive experience into the world of Stone Age people. In geography, we will learn about physical and human changes to the landscape. In Art, children will develop their portrait skills by using a grid reference to sketch a Neolithic person. We will also have the exciting opportunity to prepare and cook a traditional Stone Age meal! Places of interest linked to our theme, that you could visit with your child, are the Museum of London or Caesar's Camp, Wimbledon.

**Sex and Relationship Education:** Children will learn about self-esteem, how to recognise diversity and about strategies that will help them make effective decisions. Children will also learn to identify physical and emotional hazards in different environments. More information can be found on the next page.

**Trips and events:** As well as the caveman extravaganza, in June, we will visit RHS Wisley to explore the different plants to support our science topic learning.

**What you can do to help:** Please make sure that your child reads every night and sign their reading diary at the end of the week. Regular reading is proven to improve children's learning. Ask them questions about what they've read. Ask them what they think the words mean or what the character might be thinking or feeling. There is no such thing as a night with 'no homework': every night is reading night!

Lists of spelling words for our year group are available via 'Spelling Shed' and children are expected to know these by the end of the year.

Times tables need constant revision - children should know these facts instantly, in mixed order, and know the corresponding division fact. 'Times Table Rockstars' is a fun way to learn these. 'Mathletics' is our on-line maths homework and children are expected to earn 1000 points (a bronze certificate) each week but are welcome to earn more points! 'Live' Mathletics is particularly good for developing mental maths skills. Additionally, helping your children to complete their thematic homework is a wonderful, creative way of spending time with your child whilst supporting their learning.

The Year 3 Team

**Don't forget to check the website at: [www.pegasusacademytrust.org](http://www.pegasusacademytrust.org)**

**Dates for your diary:****Atwood Primary School**

6th May	Class Photos
5th June	Caveman Extravaganza— a Stone Age Workshop (in school)
12th June	Sports Day
26th June	INSET Day
29th June	Trip to Wisley Gardens

## **Sex and Relationship Education (SRE)**

### **Year 3**

<b>Topic</b>	<b>Learning Intention</b>	<b>Learning Outcome</b>
Self Esteem	To be able to recognise their worth as individuals by identifying positive things about themselves and their achievements, and by beginning to identify the areas which need to be strengthened.	<ul style="list-style-type: none"> <li>• To see oneself as special, to recognise strengths, abilities and personal characteristics.</li> <li>• To have begun to build self esteem and confidence by looking at their own skills and achievements.</li> <li>• To begin to identify personal areas which need development.</li> </ul>
Differences and similarities.	To recognize that human differences and similarities arise from a number of factors including cultural, ethnic, racial and religious diversity, gender and disability.	<ul style="list-style-type: none"> <li>• To consider factors that contribute to their own identity.</li> <li>• Consider similarities and differences between people in their communities.</li> <li>• Understand that people's actions and responses will be affected by different factors.</li> <li>• Be able to recognize and challenge some stereotypes.</li> </ul>
Decision making.	To be able to demonstrate some decision making strategies.	<ul style="list-style-type: none"> <li>• To recognise that choices require decisions.</li> <li>• To be able to consider some possibilities.</li> <li>• To demonstrate effective decision-making skills.</li> </ul>
Peer pressure	To know basic techniques to resist pressures.	<ul style="list-style-type: none"> <li>• To be able to identify potential dangers in different environments.</li> <li>• To recognise that pressures to behave in an acceptable or risky way can come from different sources, including people they know and the media.</li> <li>• To demonstrate basic techniques to resist pressures. To know who they can go to for support and help.</li> </ul>