

# This Week in Year 3

Monday 23<sup>rd</sup> February 2026

## Homework:

Daily reading

Weekly Spellings

Times tables

SPaG.com - Y3 Terminology (C)

Set - Friday 13<sup>th</sup> Due - Friday 27<sup>th</sup>

## English

In English this week, we will be starting our new novel, 'Harry the Poisonous Centipede' by Lynne Reid Banks. We will start the week by focusing on the skill of reading; the children will be answering comprehension questions in full sentences they will then move onto planning and writing a non-chronological report on a centipede. The children will be using various non-fiction texts to research centipedes and will be looking at the skill of note taking. We will be organising our notes so that we can use them to write our non-chronological report.

## What can you do to help your child?

- Read (and sign) your child's reading book every day.
- Practise weekly spellings.
- Support your child in completing their weekly comprehension homework.
- Ask your child if they can summarise chapter one of our novel to you.
- Complete the activity based on 'was' and 'were'.

The basic rule is that a singular subject takes a singular verb, while a plural subject takes a plural verb.

- Read the sentence.
- Decide whether the subject is singular or plural.
- Circle the correct verb.

was = singular      were = plural

- a) He (was/were) prepared for school.
- b) We (was/were) scared of thunder.
- c) I (was/were) excited about my new book.
- d) We (was/were) playing together as a team.
- e) She (was/were) my best friend.
- f) We (was/were) excited about the championship game.
- g) They (was/were) walking around the lake.
- h) He (was/were) a very sensible member of the class.
- i) Can you tell if they (was/were) prepared?
- j) Who (was/were) with us at the birthday party?

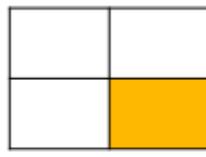
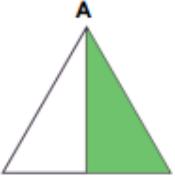
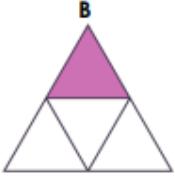
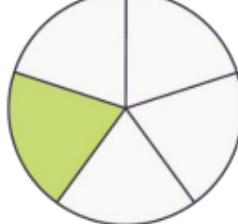
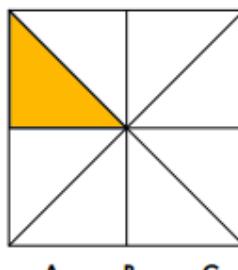
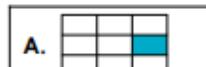
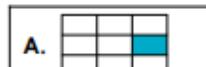
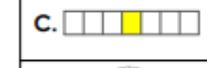
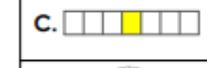
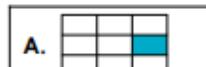
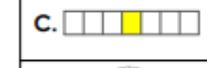
## Maths



This week in maths, we are going to continue with our work on fractions. We will first explore unit and non-unit fractions. A **unit fraction** is when you only have 1 as the numerator, a **non-unit fraction** is when the numerator is more than one. We will do this using physical resources. For example on this tower,  $\frac{3}{6}$  of the cubes are green,  $\frac{2}{6}$  of the cubes are yellow and  $\frac{1}{6}$  of the cubes are blue. We will use our knowledge of numerators and denominators to compare and order fractions.

### Things to do with your children:

- Log onto TT Rockstars, our focus is the 7x. Work with your child to ensure they are confident with the 2x, 3x, 4x, 5x, and 6x.
- If your child is struggling to understand what a fraction is, follow the link below to the BBC Bitesize website, watch the fun videos explaining fractions.
- <https://www.bbc.co.uk/bitesize/articles/zd8mt39>
- Follow the link to the BBC Bitesize website. Complete the activities.

<p><b>1a.</b> Enter the denominator of the shaded fraction.</p> <p><b>A</b>   <b>B</b> </p> <p><b>A</b> <input type="text" value="1"/>  <b>B</b> <input type="text" value="1"/></p> <p style="text-align: center;">VF</p>	<p><b>1b.</b> Enter the denominator of the shaded fraction.</p> <p><b>A</b>   <b>B</b> </p> <p><b>A</b> <input type="text" value="1"/>  <b>B</b> <input type="text" value="1"/></p> <p style="text-align: center;">VF</p>																
<p><b>2a.</b> Circle the fraction shaded.</p> <p></p> <p><b>A</b> <math>\frac{1}{5}</math>   <b>B</b> <math>\frac{5}{1}</math>   <b>C</b> <math>\frac{1}{6}</math></p> <p style="text-align: center;">VF</p>	<p><b>2b.</b> Circle the fraction shaded.</p> <p></p> <p><b>A</b> <math>\frac{7}{8}</math>   <b>B</b> <math>\frac{8}{1}</math>   <b>C</b> <math>\frac{1}{8}</math></p> <p style="text-align: center;">VF</p>																
<p><b>3a.</b> Match each label to a representation.</p> <table border="1"> <tbody> <tr> <td>three unequal parts</td> <td>A. </td> </tr> <tr> <td><math>\frac{1}{3}</math></td> <td>B. </td> </tr> <tr> <td>denominator is 9</td> <td>C. </td> </tr> <tr> <td><math>\frac{1}{5}</math></td> <td>D. </td> </tr> </tbody> </table> <p style="text-align: center;">VF</p>	three unequal parts	A. 	$\frac{1}{3}$	B. 	denominator is 9	C. 	$\frac{1}{5}$	D. 	<p><b>3b.</b> Match each label to a representation.</p> <table border="1"> <tbody> <tr> <td>denominator is 4</td> <td>A. </td> </tr> <tr> <td><math>\frac{1}{8}</math></td> <td>B. </td> </tr> <tr> <td>four unequal parts</td> <td>C. </td> </tr> <tr> <td><math>\frac{1}{7}</math></td> <td>D. </td> </tr> </tbody> </table> <p style="text-align: center;">VF</p>	denominator is 4	A. 	$\frac{1}{8}$	B. 	four unequal parts	C. 	$\frac{1}{7}$	D. 
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### Science:

This week we will be starting out new unit 'Magnets and Forces'. The children will be exploring different types of forces - both pushes and pulls.

### D&T

This week in D&T, the children will be starting their unit 'Moving Monsters'. The children will be exploring different pneumatic systems.

### French:

This week in French the children will be demonstrating their knowledge of animals in French by completing a short assessment.

### PSHE:

In PSHE this week, we will be starting our new unit 'Healthy Me'. The children will be looking at the nutritional information in a variety of foods, focusing on the amount of sugar some foods contain.

### RE:

This week in RE, the children will be looking at the Bible story, 'The Last Supper.' They will be exploring the significance of bread and wine to Christians.

### Spellings:

scheme, chorus, chemist, echo, character, orchid  
mechanic, ache, anchor, chaos, monarch

Set: 23.02.26

Test: 02.03.26

### Spelling menu:

Day 1 (Monday)	Day 2 (Tuesday)	Day 3 (Wednesday)	Day 4 (Thursday)
Write each of your words. Draw a picture for each one to show its meaning.	Write all of your spelling words in reverse alphabetical (ZYX) order.	Write your words in fancy, fun or silly handwriting.	Count the number of letters in each word, then write them in order from shortest to longest.
Write 2 or 3 silly sentences containing all of your words.	Write each of your words 5 times.	Write jokes containing each of your spelling words.	Choose 4 of your words. Create a mnemonic for each one. E.g. because = big elephants can't always use small exits.
Create a code for the alphabet and then write your spellings using the code. E.G - a = * b = ^ c = ☺	Make a crossword puzzle with your spelling. Show the answers to your puzzle.	Test someone at home with your words. Can they get them all correct?	Write your words. Then use a <u>coloured</u> pencil to divide the words into syllables. e.g. <u>jumping</u> caterpillar

## Year 3 Recommended Reads:

