

Executive Headteacher: Ms Sarah Jane Bellerby

Dear Parents and Carers,

Welcome back! We hope you had a restful half term. As we begin the second half of the Autumn Term, we are excited to continue building on the fantastic learning the children have already achieved in Year 3. Below you will find an overview of the subjects and topics we will be covering this term, along with ways you can support your child at home.



English

In English, children will build on their sentence writing skills to develop clear and coherent ideas in their work. They will learn how to use conjunctions such as *and*, *but* and *because* to extend their sentences and connect related thoughts. Children will also focus on choosing specific and precise nouns, as well as other descriptive language, to make their writing clearer and more engaging. Through this, they will begin to organise their ideas logically and create short pieces of writing that flow smoothly and make sense to the reader.

The children will write a **non-chronological report about rocks**, linking their writing to our previous science unit. They will explore how information texts are organised, learning to use headings, subheadings, factual sentences and technical vocabulary to inform and engage the reader. Through reading a range of example reports, they will identify key features such as topic sentences, pictures and captions and glossaries, and use these as models for their own writing. The children will also develop their use of cohesive devices to link ideas within and across paragraphs, and practise editing their work to ensure clarity and accuracy. To celebrate their learning, they will publish their reports, sharing their knowledge about different types of rocks and how they are formed.

Following this, the next writing unit will focus on **formal letters of complaint**. Children will explore the structure and language of formal letters, learning how to express their ideas clearly and politely while addressing a specific issue. They will read examples, identify key features, and apply these in their own writing, developing skills that are useful both in school and everyday life.

To ensure we are supporting every child effectively, we will also be taking part in a joint moderation with the other local primary school in December. This allows us to review and confirm our teacher judgements, ensuring that assessment is accurate and consistent across schools.

Reading

In reading, we will be finishing ***Pebble in My Pocket by Meredith Hooper***. These texts will help the children practise retrieving key information, summarising what they have read, and

forming their own opinions supported by evidence. Both books raise big themes and ideas, offering plenty of opportunities for thoughtful discussion.

We will also be exploring *Leon and the Place Between* by Angela McAllister in our Reading lessons. Through this engaging text, along with a range of supporting materials such as instructions, narrative extracts, and information texts, children will develop key reading skills including summarising, retrieving information, making predictions, and inferring meaning. They will also learn to understand how authors use words and illustrations to create atmosphere and how readers can interpret characters' feelings and motivations. By discussing and responding to the story, pupils will deepen their comprehension and appreciation of how different types of texts work. We encourage you to talk about the story at home, ask questions about what might happen next, and enjoy sharing your child's reading journey together.

Maths



This half term, we will continue our unit on *Addition and Subtraction*, focusing on building fluency and confidence when adding and subtracting 2- and 3-digit numbers. Children will be encouraged to use a range of strategies, both mental and written, and to explain their methods using correct mathematical language.

We will then move on to *Multiplication and Division*, introducing multiplication as equal groups and division as sharing or grouping. Children will begin to recall and use multiplication and division facts for the 3, 4, and 8 times tables. They will also use arrays, number lines, and bar models to support their reasoning and understanding.

Throughout both units, children will have regular opportunities to develop *reasoning and problem-solving skills*. Tasks are designed to encourage children to explain their thinking clearly, apply their understanding in different contexts, and explore a variety of methods. Pupils who are ready for extra challenge will be encouraged to make connections across concepts, spot patterns, and solve more complex problems, helping to stretch and extend their learning while building confidence for all.

To support learning at home, you can help by practicing quick recall of number bonds and times tables (especially 3s, 4s, and 8s), playing number games, or involving your child in real-life maths activities such as shopping, cooking, or measuring. Encouraging your child to explain how they reached an answer will also strengthen their reasoning skills and confidence in maths.

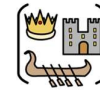
Science



In science, we will be learning about *Animals, Including Humans*. This unit explores nutrition, the skeletal system, and muscles. Children will learn why nutrition is important for survival and how different animals, including humans, get the nutrients they need. We will investigate the different types of skeletons (endoskeletons, exoskeletons, hydrostatic skeletons) and learn how bones and muscles work together to support movement and protection. This unit is highly practical and includes opportunities for observing, investigating

and recording data. Children will be encouraged to ask scientific questions and make predictions.

History



This term in history, we will study the fascinating period of **prehistory**, focusing on how life changed from the **Stone Age to the Iron Age**. Children will learn about how early humans lived, hunted, and gathered food, how farming changed society during the Neolithic period, and how tools, housing and technology developed through the Bronze and Iron Ages.

We will explore important archaeological sites like Skara Brae and Stonehenge and consider how historians and archaeologists learn about the past using evidence. This unit encourages children to compare periods of time and to think about cause and consequence, continuity and change.

PSHE



Our PSHE unit this term is **Celebrating Difference**. This unit focuses on recognising how we are all unique and special. Children will explore themes such as respecting others' beliefs and backgrounds, understanding and challenging bullying, and recognising how to solve problems with empathy and kindness. They will take part in discussions, role plays and group activities that help them understand the importance of inclusion, friendship and celebrating what makes us different.

Design and technology



In DT this half term, we are working with **textiles**. The children will explore how fabrics can be shaped and joined to make 3D products. They will investigate existing textile boxes and then design and make their own, using templates, accurate cutting, sewing and finishing techniques. The unit will end with a chance for children to evaluate their work and suggest improvements. This hands-on project supports creativity, problem-solving and fine motor skills.

Computing



This half term in Computing, pupils will continue developing their programming skills by using interactive games to explore **key coding concepts**. They will work with the coding language 'Blockly', which introduces important elements such as functions, loops, conditionals, and variables in an accessible and engaging way. As they become more confident, pupils will apply their learning to create digital art in the style of a Spirograph and design their own version of an Etch-A-Sketch. Throughout the unit, they will gain an understanding of how algorithms work and how they are used to create programs. Pupils will also explore the creative side of computer science, learning that it is a combination of

human ideas and digital tools. By the end of the term, they will be familiar with key computing vocabulary including algorithm, programming, conditional, variable, repeat, and angle.



PE

In PE this half term, pupils will be developing their skills through their **dodgeball unit**. The focus will be on combining movement, teamwork, and game-play strategies with increasing precision and control. Pupils will practise and refine throwing techniques, including both underarm and overarm throws, aiming to achieve power and accuracy. As the games progress, they will learn to react quickly and dodge effectively, improving their agility and balance. Pupils will also learn how to catch fast-moving balls safely using the correct technique and how to use another ball to block or deflect throws. Through team games, they will build their understanding of the rules for different dodgeball variations and will begin to demonstrate tactical awareness and cooperative play. This unit also aims to enhance their hand-eye coordination and overall physical confidence in game scenarios.

This half term, children will be doing dance Effy, building on their work from last half term. They will be exploring **contemporary dance** and refining the skills and choreography they have been developing. The unit will also tie into the **Festival of Arts**, giving pupils the opportunity to perform their dances and showcase their creativity. This is a fantastic way for children to combine movement, expression, and teamwork while celebrating their learning in a public performance.

French



In French this half term, the children will be learning to talk about themselves, their **families, and animals**. They will build vocabulary to describe their name, age, and how they are feeling, before moving on to naming and describing members of their family. Later in the term, they will learn the names of common animals and begin using simple adjectives to describe them. These lessons will support children in developing early sentence structures, asking and answering simple questions, and improving pronunciation through songs, games, and speaking activities. The focus is on building confidence and enjoyment in learning a new language while developing key vocabulary and conversational skills.

Music



In Music this half term, the children will begin their journey into songwriting, using **glockenspiels** to support their compositions. The course introduces the basics of creating a song, from choosing a theme and audience to structuring lyrics and melody. Pupils will be encouraged to write songs based on their own ideas and to think creatively while also applying skills from their English lessons, such as reading and writing. They will explore musical techniques such as call and response and echo phrasing to add variety and interest to their songs. As part of building their musical understanding, the children will develop a musical dictionary, adding new terms each week to expand their vocabulary and deepen

their understanding of musical elements. Pupils will also listen to and analyse existing songs, learning how to rewrite and adapt them as part of the creative process.

RE

This term, children will explore the question: **What do different people believe about God?** Through this unit, pupils will be introduced to how belief in God is understood in several major world religions. The children will begin by discussing what it means to believe and will reflect on their own thoughts and experiences. The unit will give children the opportunity for children to reflect on their own views and the importance of showing **respect** for different beliefs. Throughout the lessons, children will be encouraged to think deeply, ask questions and express their ideas in a safe and respectful environment.

Reading



We believe fostering a love for reading in our pupils will open the door to endless opportunities throughout their lives. If you have any questions about your child's reading habits or progress, please do come and speak with us. Pupils are offered a wide range of texts, and we understand that it can sometimes feel a little confusing.

One of the most important things you can do with your child is to read, read, read! This week the children have really enjoyed exploring different stories and discussing their favourite parts. Please try to take at least 20 - 30 minutes each evening to read together. Please ensure that this time includes an opportunity for your child to read independently, as well as time for your child to enjoy listening to you read. The children will continue to borrow a book from the class library each week to enjoy at home.

This term, we will be starting the **Accelerated Reader (AR) programme** to support your child's reading development. Each child will take home two books: one for reading pleasure and one matched to their reading level to help build skills and confidence. We encourage children to enjoy both books and discuss what they are reading and ask that you continue to support them by listening to them read and recording their progress in their reading record.

Alongside daily reading lessons, children will also take part in short assessments this term. These quizzes, together with ongoing teacher assessments, help us track each pupil's progress and will inform the pupil progress meetings. **Regular AR quizzes** also allow us to check comprehension and ensure that children are reading books suited to their level while still being challenged. Supporting your child at home by reading with them and talking about their books helps to build both confidence and a lifelong love of reading.

Times Table and Key instant recall facts:

This year, we are focusing on strengthening children's quick recall of the 2, 3, 4-, 5-, 8-, and 10-times tables. Regular practice, just 5 to 10 minutes a day, can make a big difference in developing fluency and confidence. Learning times tables supports key mathematical skills, including division, fractions, and problem-solving. We encourage families to explore times tables through real-life contexts, such as sharing objects, calculating totals while shopping, or measuring ingredients when cooking. A little daily effort goes a long way!

we will be working on KIRFs (Key Instant Recall Facts) in maths. These are essential number facts, such as number bonds, times tables and doubles, that children need to know off by heart to help them become confident, fluent mathematicians.

Regular practice at home makes a big difference. Just a few minutes a day can really help! Look out for updates from your child's teacher about the current focus, and ways you can support at home.

To support this at home, here are some useful online resources:

- Daily 10 – Topmarks: Quick-fire mental maths including times tables
- Super Maths Bowling – ICT Games: Knock down pins and answer multiplication questions!
- Hit the Button – Topmarks: Quick recall of multiplication and division facts
- BBC Super Movers – Times Tables: Songs and dances to help learn times tables
- <https://uk.splashlearn.com/s/maths-games/add-multiples-of-100>

Uniform

Please make sure all jumpers/ cardigans are labelled.



Our uniform consists of the following:

- A purple sweatshirt or cardigan with school logo
- Purple or white polo shirt with school logo
- Black trousers, black skirt or black pinafore
- Lilac/purple school gingham dress (summer)
- Black shoes
- If a headscarf is worn this should be black, white or purple

PE Kit

Please can all PE clothing items be labelled with your child's name.

Our PE kit consists of the following:

- A white polo shirt with school logo
- Black jogging bottoms or black shorts
- Black plimsolls or suitable trainers

Water

Please make sure your child brings a water bottle to school.

Bookbag

Please check regularly and take out letters and communication



Dates to remember

PE	Every Tuesday and Thursday afternoon
Give me 10	Tuesday 8.50-9.00
Home Learning	Every Wednesday
Spelling	Every Wednesday
Class Library	Every Friday
Celebration Assembly	Friday 9.05-9.30

Festival of arts: Thursday 13th November 2025

Parents evening: Tuesday 11th November 2025 1.30- 7.00

Carol singing at John Lewis: Tuesday 2nd December 2025

Christmas Jumper day: Friday 12th December 2025

Christmas show: Friday 12th December 2025

Pantomime: Tuesday 16th December 2025

Christmas Party: Friday 19th December 2025

Last day of school: Friday 19th December 2025 (1pm)

Christmas half term: Monday 22nd December 2025 – Friday 2nd January 2026

Homework:

Year 3 home learning involves weekly handwriting, spelling, daily reading and an English or maths activity which will be handed in every Wednesday.

Home Learning Project: A Day in the Life of a Stone Age Person

This half term, children are invited to imagine life in the **Stone Age** by **writing a diary from the point of view of a Stone Age person**. They can write about simple daily activities, such as gathering food, making tools, or living in a Stone Age home, and add drawings or labels to bring their ideas to life.

The project is optional homework and is designed to be fun and flexible: parents can support their child by talking about ideas, helping with research, or joining in with creative drawing. The finished diaries can be shared as mini-books, posters, or illustrated reports, giving children the chance to show off their creativity and imagination.

The project is due on 12th December, giving plenty of time for children to work at their own pace.

Looking ahead, we will be starting a [Financial Literacy Project](#) in January to help children develop important money skills and understanding. We are also planning to hold a parent workshop to provide guidance on how you can support your child at home and will share the date soon so you can book it in your calendar.

Thank you for reading our Year 3 curriculum share. We hope it has given you a helpful insight into your child's learning and the routines we are building together. The children are already showing great enthusiasm, and we are excited to see their confidence and progress continue to grow this term. Your support at home plays such an important role, and we truly appreciate it.



Yours sincerely,

Year 3 Team

Key Instant Recall Facts:

$0 + 100 = 100$	$100 - 10 = 90$	<p style="text-align: center;"><u>Key Vocabulary</u></p> <p style="text-align: center;">Hundred, ten, one, multiple, total, equal, add, addition, plus, subtract, subtraction, take away, left over, commutative law</p> <p style="text-align: center;"><u>Examples of Key Questions</u></p> <p style="text-align: center;">$? + 20 = 100$</p> <p style="text-align: center;">$100 - ? = 20$</p> <p style="text-align: center;">How many tens do you need to add to 30 to make 100?</p>
$10 + 90 = 100$	$100 - 20 = 80$	
$20 + 80 = 100$	$100 - 30 = 70$	
$30 + 70 = 100$	$100 - 40 = 60$	
$40 + 60 = 100$	$100 - 50 = 50$	
$50 + 50 = 100$	$100 - 60 = 40$	
Remember - in addition you can swap the numbers round so $10 + 90$ equals the same as $90 + 10$ (commutative law)	$100 - 70 = 30$	
	$100 - 80 = 20$	
	$100 - 90 = 10$	

Science

 Tier 2 multiple meaning or high frequency		 Tier 3 subject specific	
minerals	substances needed for good health	biceps	large muscles in the upper arm
skeleton	bony framework of the body	triceps	muscles in the back of the upper arm
skull	bone that surrounds the head	vertebrae	bones that make up the backbone
voluntary	done with the control of the brain	vitamins	nutritious compounds found in food
involuntary	done without the brain's control	proteins	compounds found in body tissues
nerves	fibres that send signals around the body that help us sense and react	carbohydrates	compounds found in food that give us energy

History

☰ Tier 2 multiple meaning or high frequency

ancient	relating to a very long time ago
community	a group of people living together in the same area (a social unit)
dense	covered thickly
extinct	no longer in existence
roaming	moving about without a set destination
prehistory	a period of time before any written records

☰ Tier 3 subject specific

domesticated	adapted from wild to tame
arid	little or no rain, barren
gatherer	a person who forages for food
nomad	a person who travels from place to place and has no permanent home
reared	to breed and raise an animal
submerged	completely covered in water

Art and Design

Core Knowledge	Explanation
starch	Starch is a white substance from potatoes and some grains, used to make cloth stiff.
PVA glue	PVA glue is a synthetic polymer used as an adhesive for porous materials. PVA glue is used to secure or 'paste' things like clothing, paper and wood.
gelatin	Gelatin is a virtually colourless and tasteless water-soluble protein prepared from collagen and used in food preparation, photographic processes and glue.

Technical Vocabulary	Definition
stiffen	to make something, such as cloth, hard and unable to bend
interfacing	an additional layer applied to the inside of garments or other sewing projects, in certain areas only, to add firmness, shape and structure
cloth	woven or felted fabric made from wool, cotton or a similar fibre