

A background image of pink cherry blossoms in full bloom against a clear blue sky. The flowers are in sharp focus in the foreground, with many more blossoms blurred in the background, creating a sense of depth. The overall tone is bright and cheerful.

Year 3

Miss Makin and Mrs Vallory

Included in this presentation:



- ☐ Curriculum expectations of Year 3 – Reading, writing and maths.
- ☐ How you can help at home.
 - ☐ Homework
- ☐ Spellings and reading
- ☐ Enrichment in Year 3

Curriculum Overview

Autumn

Science – Skeletons, Movement & Nutrition

History – Stone Age, Bronze Age & Iron Age

Geography – Mountains: Alps and Cairngorms

R.E - Beliefs and Practices – Islam & Christianity

Computing – Networks & Animation

Food Technology – Making Bread

Spring

Science – Fossils, Soils & light

History – Egyptians

Geography – Coasts: Greece & Southend

R.E – Sources of Wisdom & Symbols

Computing – Sound & Databases

Art – Texture & Colour

Summer

Science – Plants, Forces & Magnets

R.E – Responsibilities & Values, Ultimate

Questions

Computing – Desktop publishing & Coding

Art – Batik

DT – Levers & Linkages



Commonswood Primary and Nursery School

Autumn Term in Year 3

5.10.26: Harvest Assembly

20.10.26: Learning Review Meeting

22.10.26: Learning Review Meeting

26.10.26 - 30.10.26: Half Term

27.11.26: School is closed

14.12.26: KS2 Christmas Church Service

08.12.26: KS2 Christmas Lunch

18.12.26: School closes for Christmas

E-Safety Themes:

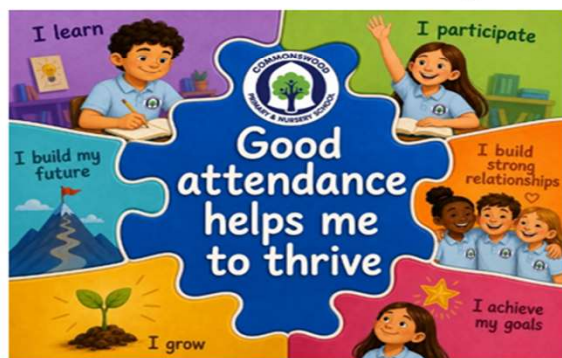
September: Online Reputation

October: Online Relationships

November: Online Bullying

December: Health, Well Being and Lifestyle

Emotions of the term: Fear and Anger



English

This term we will be exploring a rich variety of texts to develop our speaking, reading and writing skills. We read 'Mini-Rabbit Not Lost' by John Bond and use this story to adapt and write our own narrative. We focus on vocabulary development, character and setting descriptions and learn the importance of paragraphs when writing stories. We then focus on free verse poetry and explore how poetry can be used to express emotion.

When exploring non-chronological reports, we focus on text features such as diagrams, captions and glossaries and write our own report based on 'Incredible Jobs You've (Probably) Never Heard Of' by Natalie Labarre

Maths

In maths, we begin with learning about place value and regrouping using resources such as Dienes blocks. We count up and down in 1s, 10s and 100s. We learn to estimate and round numbers including with measurements. We also develop our addition and subtraction skills and use the written method to help us calculate answers.

We complete word problems and interpreting data from pictograms and charts. We learn to recognise angles - including right obtuse and acute angles. We also learn to recognise parallel and perpendicular lines and horizontal and vertical lines.

Lastly, we explore shape - including learning how to calculate the perimeter of different shapes, as well as in worded problems.



Science

In the autumn term in science, we learn about skeletons of humans and animals including the functions of different bones. We also looking at vertebrates and invertebrates, joints and movements and muscles.

We then explore nutrition and diet. We learn about food groups and the importance of eating a balanced diet.

We are also look at sustainability and how we can reduce our food waste.

Finally, we learn about rocks - investigating the different rock types and comparing and classifying different rocks based on their properties.

We also test rocks to see how hard they are, if they float and if they react to vinegar.



PE

This term we learn to develop our fundamental movement skills, including running, jumping and coordination. Outdoor adventurous activities help us build teamwork and communication skills.

Our ball skills improve through throwing and catching, while indoor athletics develops our running, jumping and throwing.



Music

Linking with our History unit, we explore 'Stone age' musical instruments, the materials used and attempt to make our own!

Musical notation will be developed through Stone age word rhythms and a famous song with a great drum riff.



PSHE

In our first theme, Being Me in My world, we learn about: setting personal goals and facing new challenges, understanding why rules are important - relating to our rights and responsibilities. We also learn how our actions affect ourselves and others, along with learning how to work well with others.

In the next theme, Celebrating Differences, we learn that every family is different and how to resolve conflicts. We also learn about what bullying is and how to deal with bullying. We look at how kind and encouraging words can have a positive effect on us.



Computing

In computing we develop our understanding of digital devices, with an initial focus on inputs, processes, and outputs. We learn about computer networks that include network infrastructure devices like routers and switches.

We learn a range of techniques to create a stop-frame animation using tablets and apply those skills to create a story-based animation.



Geography

In our unit, 'Mountains', we focus on two mountain ranges – The Alps and The Cairngorms. We use maps to identify their location, identify the parts of mountains and learn about how they are formed. We compare the climate between the two mountain ranges and identify how the climate affects what grows and lives there.



Forest School

In year 3, we use the outdoor space throughout the curriculum. We spend half a day in the Orchard after half term.



French

We have the opportunity to explore facts about France - including food, landmarks, famous people and currency. Key French sounds will be learnt to help with the pronunciation of: days of the week, months, seasons and weather.



DT

In our unit, 'Get Baking', we learn how bread from around the world can contribute to a healthy, varied diet. We learn how different ingredients are produced (e.g. flour) and use research and tasting to plan and make bread safely and hygienically.



RE

We start with 'Beliefs and Practices', learning about Islam. We learn about Muslims' belief in prayer, the importance of Zakat and why they go on pilgrimage.

After half term, in our unit on 'Prayer, worship and reflection', we learn about Christian and Muslim practices.



History

We learn about the Stone Age, Bronze Age and Iron Age. We focus on the everyday lives of Stone Age men and women, discover what tools they used, where they lived and cave paintings. We also learn how England changed between the Stone Age, Bronze Age and Iron Age.



Reminders:

Reading: Children should be reading at least 3 times during the week - some to an adult. Please can you sign their reading record to help us monitor this. Question stems are in the reading records for you to use to aid your questioning at home.

Times Tables: Practising regularly each week. Little and often works best. By July they should be able to recall all their 2x, 3x, 4x, 5x, 8x and 10x multiplication tables.

Spellings: We have a weekly spelling test on the words in the homework book. Please encourage spelling practice at home, this provides another opportunity to develop neat, joined handwriting.

Home Learning Tasks: are sent out every Friday and due on Tuesdays. Tasks will focus on core skills of reading, spelling, handwriting and maths.

PE Kits: Bring into school on Monday, take home on Friday.

Wellies are needed when visiting the orchard.

Further information about the curriculum can be found on the school website

Curriculum expectation of Year 3 Writing

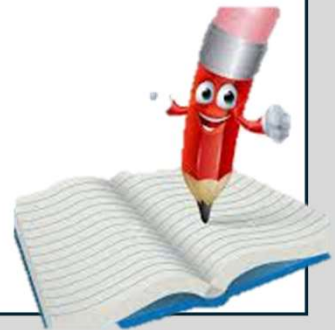
- ☐ Write for a range of purposes using taught punctuation (apostrophes and speech marks).
- ☐ Join letters consistently.
- ☐ Use rich vocabulary and a range of sentence structures.
- ☐ Proof-read for spelling and punctuation errors.
- ☐ Use organisational devices in non-fiction (headings, subheadings).
- ☐ Using conjunctions, adverbs and prepositions.
- ☐ Spell **most common exception words**, words from previous year groups, and some words from the year 3/4 spelling list.



Curriculum expectation of Year 3 Writing

What can you do at home to help?

- ☐ When completing writing homework, encourage your child to use their phonic knowledge independently to help them spell.
- ☐ Remind them to use their capital letters, full stops and finger spaces.
- ☐ Encourage your child to write neatly on the line, with letters that are the correct size in relation to each other.
- ☐ Remind your child to use correct punctuation (Aa . ! ? , ' "").
- ☐ Practise their weekly spellings with them at home!



Curriculum expectation of Handwriting

In Year 3, your child may begin to write with a pen.

To move from pencil to pen your child needs to:

- Correctly and consistently joined letters in all books.
- Show consistent letter size.
- Maintain neat handwriting in all books.



Should your child move to pen and not maintain their joined letters after a few attempts, in discussion with the teacher they will use pencil again for a while.

Pencil offers better friction on the page for the child to practise their joining.

Once consistent again, your child will move back to use pen.

Curriculum expectation of Year 3 Maths

- ❑ Recognise place value in 3-digit numbers.
- ❑ Add and subtract numbers with up to three digits (formal methods).
- ❑ Estimate answers and use inverse operations to check answers.
- ❑ Count from 0 in multiples of 4, 8, 50 and 100.
- ❑ Use multiplication and division facts for the 3, 4 and 8 times tables.
- ❑ Compare, order, add and subtract unit and non-unit fractions.



Curriculum expectation of Year 3 Maths

- ☐ Measure, compare, add and subtract lengths, mass, volume/capacity.
- ☐ Tell the time from an analogue clock to the nearest minute, including using Roman numerals.
- ☐ Find the perimeter of shapes and identify right angles.
- ☐ Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
- ☐ Interpret and present data using bar charts, pictograms and tables.



Curriculum expectation of Year 3 Maths

What can you do at home to help?

- ☐ Practise 3-, 4- and 8-times tables at home (make sure they already know their 2's, 5's and 10s).
- ☐ Encourage your child to read the time on a clock to the nearest 15 minutes.
- ☐ Ask your child to show you a number and tell you how many hundreds, tens and how many ones.
- ☐ Encourage your child to notice 3D shapes in real life and name the shape and describe its properties (e.g. edges, faces, vertices).
- ☐ Encourage your child to notice fractions in real life (e.g. cutting up a pizza).



Curriculum expectation of Year 3 Reading

- ☐ Continue reading common exception words and noting the unusual parts.
- ☐ Apply growing knowledge of root words, prefixes and suffixes.
- ☐ Use dictionaries to check meaning.
- ☐ Read a wide range of books fiction, non-fiction, myths, legends, poetry and scripts..
- ☐ Draw inferences of characters' feelings, thoughts and motives.
- ☐ Identify main ideas from paragraphs and summarise them.
- ☐ Participate in discussions about books they have read and books that are read to them.



Curriculum expectation of Year 3 Reading

What can you do at home to help...?

- ☐ Practise reading at least 3 times a week.
- ☐ Ask your child questions about the text.
- ☐ Look to see what our weekly focus in guided reading is
- ☐ Record in the reading record.



Spellings and Reading

- Please practise the spellings set each week. They are set on a Thursday and tested on the following Thursday.

Explaining the meaning of words in context	Prediction	Summarising main ideas	Inference	Choice of words to enhance meaning
<p>What does ... mean?</p> <p>Which word tells you that...?</p> <p>Find the word/ noun/verb phrase which shows that...</p>	<p>What do you think this story will be about? Why?</p> <p>What do you think is going to happen next? Why?</p> <p>What do you think... will say when...? Why?</p> <p>What might happen in the next chapter? Why?</p>	<p>Which paragraph tells you...?</p> <p>What happened in the story?</p> <p>True/ false statements based on the text.</p> <p>What would be a suitable heading for this page/ paragraph?</p> <p>How would you label these parts of the <u>text</u>.</p> <p>Which happens <u>first</u>... or...?</p> <p>How does the first sentence prepare the reader for the story/ article?</p> <p>Think of one sentence to describe...</p> <p>Think of one word to describe the main character. Why did you choose it?</p>	<p>Ask true or false based on the text.</p> <p>How do you think this character is feeling? Why?</p> <p>What does the word... imply about...?</p> <p>Why did he feel...?</p> <p>What might... be thinking?</p> <p>What might his/ her attitude be towards...?</p> <p>What do phrases such as... tell you?</p> <p>How do you know that...?</p> <p>What else might make this character feel...?</p> <p>What other reason could there be for...?</p>	<p>What is the effect of...?</p> <p>Explain how the language in this sentence shows...?</p> <p>Which words help the reader to imagine...?</p> <p>How does the choice of language create the impression that...?</p> <p>Why did the author choose the verbs ... and ...?</p> <p>How does this create the impression that...?</p>

- Please read with your child at least three and record this in their reading record.
- Where possible, try to focus any questions on the Guided Reading focus that week by using the question stems at the front of the reading record.

Homework

- Homework is set on Friday and due back on Tuesday.
- Tasks will usually consolidate the week's learning and should take no longer than 20 minutes.
- Please encourage your child to complete homework carefully and to the best of their ability. For spelling tasks, words should be used in complete sentences, with care taken over spelling, handwriting and punctuation.
- If your child finds something tricky, please return the homework and we will support them in school.
- Please regularly practise the 2, 5, 10, 3, 4 and 8 times tables, which will be assessed weekly.

Enrichment Reminder

Enrichment opportunities coming up!

Autumn Term

- Orchard – Forest school learning session (Wellies must be worn)
- Mosque Visit – (Rough Cost £6)

Spring Term

- Ancient Egypt Workshop (Rough Cost £15)
- Orchard – Forest school learning session

Summer Term

Orchard – Forest school learning session
Swimming (Rough Cost £70)



Things to remember



- Reading books from school taken home need to be brought back in the condition they were sent home in and there will be a charge for lost/damaged books.
- PE kit needs to be in on a Monday and will be sent home on a Friday. PE shorts must be blue with a white collarless t-shirt.



Things to remember...

P.E will be taught on **Thursday morning** and **Friday afternoon**.



Importance of attendance

- If your child is absent this breaks the continuity of learning and they could find it trickier to access the learning.

Support your child

- Please read at least 3 times a week. Reading underpins everything that we do in school. Please also practise times tables weekly.

Outside achievements

- We love to hear about your child's achievements outside of school. We have a celebration assembly on Friday where outside achievements can be celebrated.

Any questions?

