



Year 3 Curriculum Newsletter - Autumn Term 24/25

Dear Parents and Carers,

Welcome to Year 3!

We are so excited to welcome your child to the year group and as part of this we would also like to introduce the Year 3 team for 2024-2025.

The staff in Year 3 are, **Miss Martin, Mrs Mayes, Miss Smith and Miss Cappell.**

Please feel free to talk to the members of staff if you have any questions related to your child's time in Year 3.



1 - Miss Martin

Class Teacher



2 - Mrs Mayes

HLTA



3 - Miss Smith

Learning Support and ELSA



4 - Miss Cappell

Learning Support

This term, our topic is called '**In My Element**' which takes the children on a learning journey from Stone Age to Iron Age and now.

As part of this amazing topic, the children will have the opportunity to participate in a Ranger-led visit to the Neolithic Stones at Bradgate Park, which includes a selection of hands-on Stone Age experiences.

To introduce this topic, the children will be whizzed back in time to the Stone Age where they experience what it might have been like to leave their mark, by creating some prehistoric cave art!

Over the following weeks, the fun continues as they go on to delve deeper into how life changed in Britain from the Stone Age to the Iron Age. After the discovery of fire, Year 3 will investigate light and shadows. They'll go on to investigate forces - friction and magnets (metals) - through practical exploration in Science, to make a recipe for The Wild Robot. In Design and Technology, we will continue to take inspiration from The Wild Robot as the children design and make their own moving robot.

Below is some general information to support you and your child to have a smooth start in Year 3.

General Information



Here is some general information about Year 3:

- **Homework** will be given **every Friday** and should be returned to school by the **following Thursday**.
- Book bags should be brought into school **every day**.
- Please **record any reading your child does at home in their diaries**. We aim to change books weekly but if books need changing before then, please speak to a member of staff.
- It is important to **hear your child read on a regular basis**, to develop fluency and comprehensions skills. Reading a book several times really helps with the fluency. If there are particular words they get stuck on, write them down and use them to play snap or memory games etc.

- Further guidance to help you in supporting your child’s reading will be provided throughout the term.
- The classroom doors will be open at **8:35 am** in the morning and the children will be greeted by a member of staff and walk straight into class. Similarly, at **3:10pm** the children will leave school via the classroom door. It will take a little time for staff to recognise the child(ren's) parents or carers, so please can we ask that you support staff with this.
- We are aware that some children might find the first few days back to school a little challenging, we will endeavour to support all children with their needs.
- Children will need to bring a **named water bottle** into school. **No juice or fizzy drinks.**
- **PE days**, will be on a **Monday and Friday**. Your child will need **two** PE kits, these will need to include, **Outdoor**: Please ensure that your child has appropriate clothing, as they will go out in all weathers, **tracksuit bottoms, jumper, t-shirt and trainers**. **Indoor: t-shirt, shorts and pumps**. Please ensure that all items of uniform and PE kit are **named**. **Please note**: Children with long hair (shoulder length +) must have their hair tied back , at all times during the school day and all earrings must be removed before the children come to school, on a PE day. Thank you.
- The children will have a personal locker to keep all their belongings.
- Children will be provided with stationary, so **they do not need to bring their own equipment** into school.

At this time of the year, the weather can be very changeable so please ensure your child comes to school with jumpers, coats and woolly bits to keep them warm. Please label all items of clothing with your child’s name, so if anything is left on the playground it should hopefully find its way back to your child!

Can I also remind all children to bring a **water** bottle and a **healthy breaktime snack** (fruit), especially on PE days. It is really important that children keep hydrated throughout the day and having that breaktime snack can help them remain energised throughout the morning.

Year 3 – Autumn Timetable

	8:45-9:00	9:00-10:00	10:00-10:35	10:35-10:50	10:50-11:05	11:10-12:10	12:10-12:15	13:10-14:10	14:10-15:10
Monday	Grammar	English	Guided Reading			Maths		PE (alternate)	PSHE
Tuesday	Times Tables	English	Guided Reading			Maths		PE	Maths
Wednesday	Times Tables	English	Guided Reading	Assembly	Playtime	Maths	Lunchtime	Topic	Spelling
Thursday	Times Tables	English	Guided Reading			Maths		Topic	Spelling
Friday	Spelling Test	English	Online Safety			Maths		ICT	PE

5 - This is what a typical week in Year 3 will look like.

English



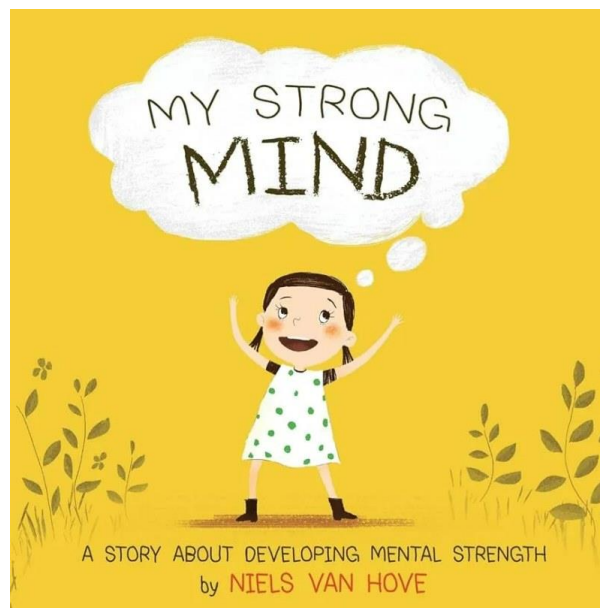
Writing

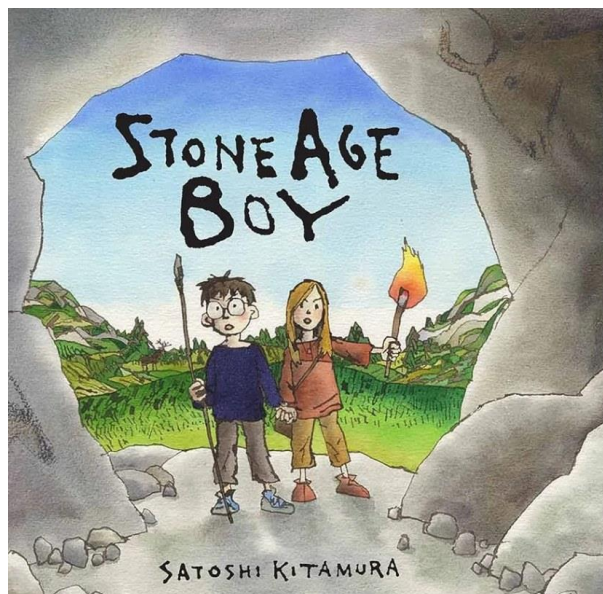
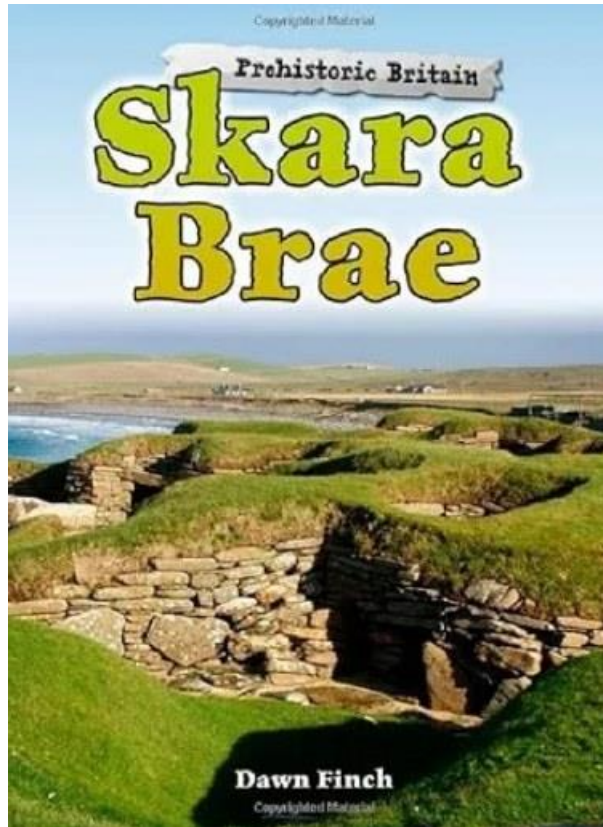


As writers, the children will have the opportunity to explore and write for a range of purposes.

They will be writing instructions for how to organise their day (with real-world application), a persuasive travel brochure for Stone Henge, a narrative based on 'Stone Age Boy by Satoshi Kitamura' and a poem inspired by the seasonal change from Autumn to Winter.

All of our writing units are inspired by literature to capture their imaginations.





Reading



As readers, the children will explore a range of texts to inspire and develop their curiosity and love of reading.

Class Text 1

The Stolen Spear by Saviour Pirotta.

This is an historical-adventure story set in late Neolithic times in what we now know as the Orkneys in Scotland.

At the end of the Stone Age, people are meant to be tough and strong but young Wolf struggles to fit in. When a sacred spear is stolen, Wolf is blamed for its disappearance and vows to find it. Wolf,

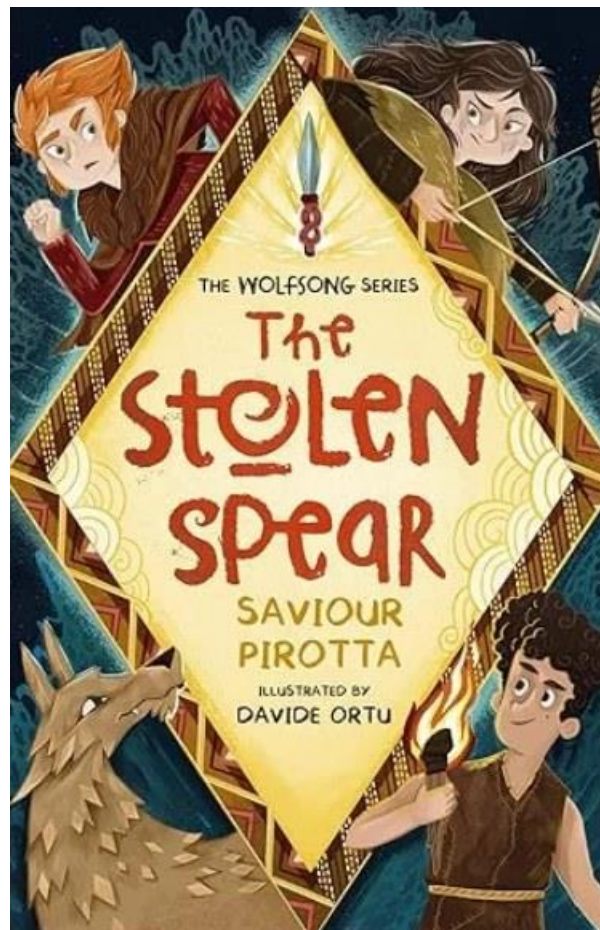
however, has never left the village before and the world beyond the sea is a complete unknown. Where will his journey take him and what secrets will be uncovered?

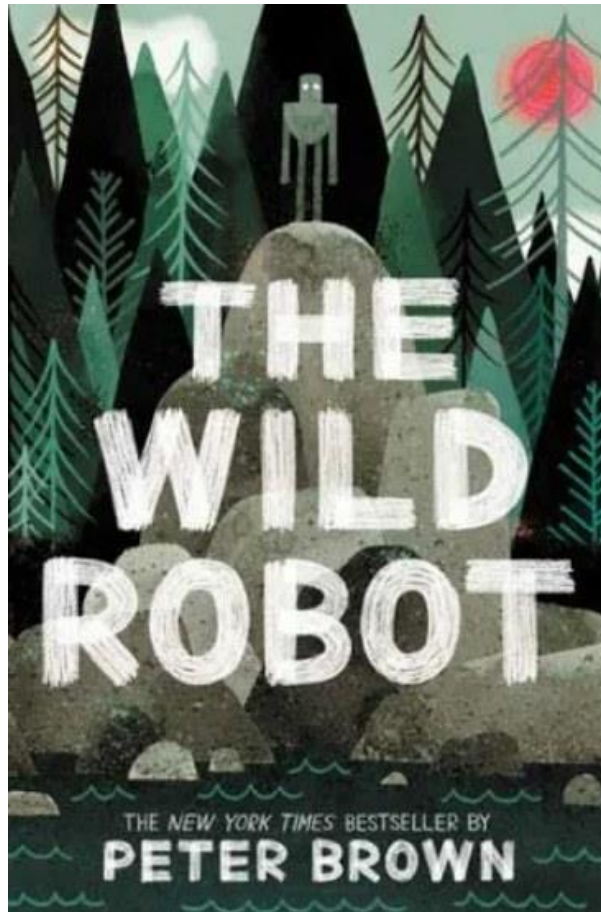
Class Text 2

The Wild Robot by Peter Brown

This is a heart-warming and action-packed novel about what happens when nature and technology collide.

When robot Roz opens her eyes for the first time, she discovers that she is alone on a remote, wild island. She has no idea how she got there or what her purpose is - but she knows she needs to survive. After battling a fierce storm and escaping a vicious bear attack, she realises that her only hope for survival is to adapt to her surroundings and learn from the island's unwelcoming animal inhabitants. As Roz slowly befriends the animals, the island starts to feel like home - until, one day, her mysterious past comes back to haunt her.





Spelling

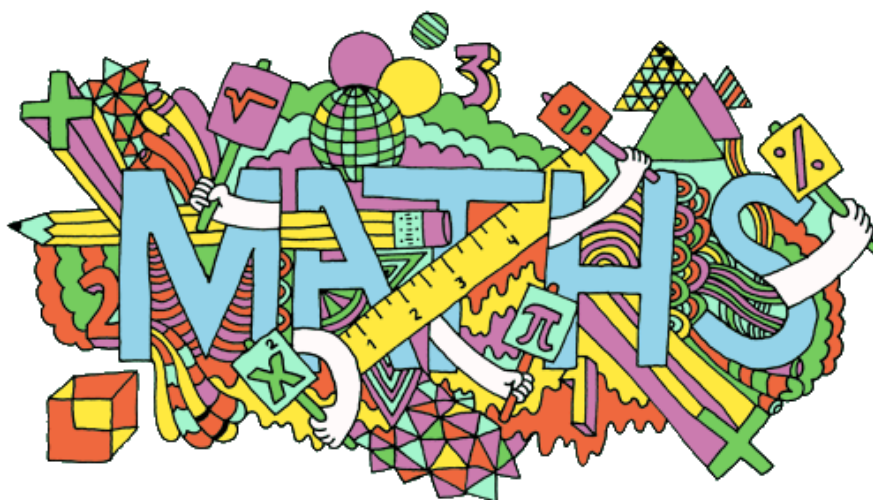


Spelling is an integral part of the English curriculum.

As a school, we implement the *Read Write Inc.* approach to learning. Using a proven approach underpinned by phonics and fast-paced lessons, it prepares children for the higher demands of the statutory spelling assessments in England.

Homework will match the spelling rule being practiced in school. Please support your child by completing this with them each week.

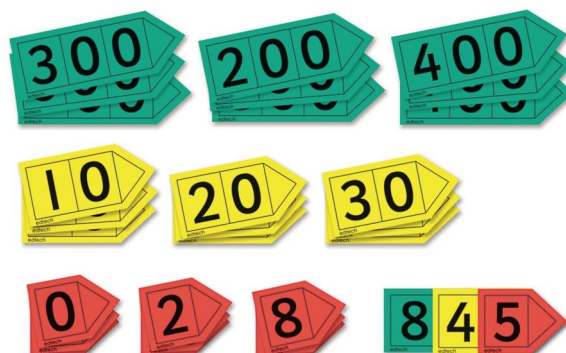
Maths

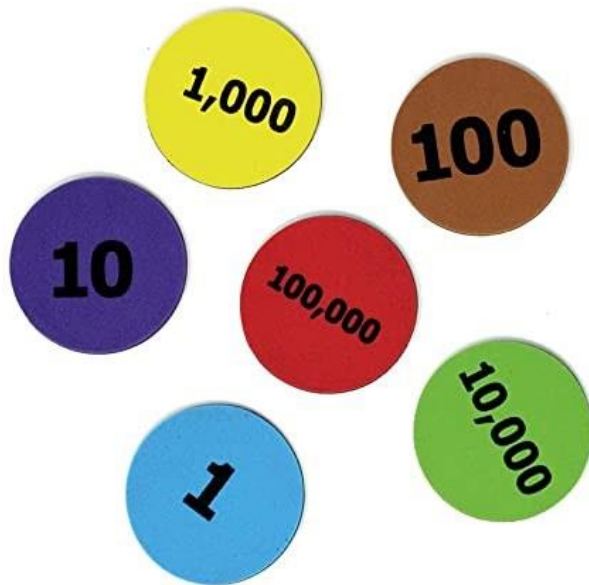


As mathematicians, the children will learn through a range of concrete and pictorial resources before progressing to a more abstract application of maths.

This term, Year 3 will build upon their prior learning and understanding of Place Value, the Four Operations (addition, subtraction, multiplication and division) and Money.

Throughout their learning journey, children will apply their mathematical knowledge and understanding through real-life examples linked to our topic work (where possible).





Times Tables



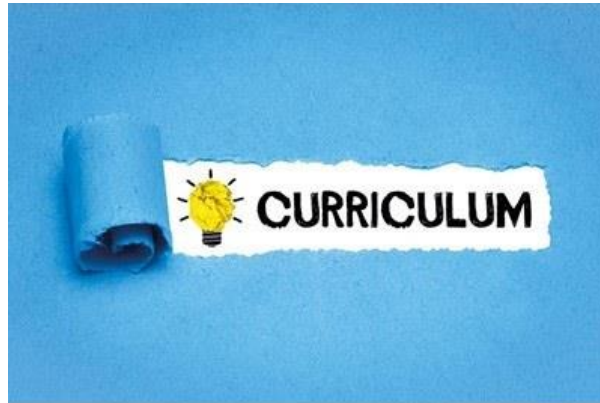
This year, your child will recall the multiplication facts they were taught in Year 2 - 2s, 5s and 10s. This is to secure and consolidate their learning.

They will then go on to learn their 3s, 4s and 8s.

As you may know, we use Times Table Rock Stars to help children develop their knowledge and recall. It will be set as homework each week but it is encouraged for children to practice little and often beyond these parameters.

Please support your child by chanting or playing games with times tables anywhere and everywhere!
Knowing their times tables will support them with their mathematical learning and understanding in all areas of the maths curriculum.

Connected Curriculum



6 - History

Prehistoric Britain

Children will explore, compare and contrast changes in tools, homes and way of life in Britain from Stone Age to Iron Age.

To showcase their understanding, they will present their answer to the question: When do you think it was better to live - Stone Age, Bronze Age or Iron Age?



7 - Science

Light (Physics)

Children will recognise that they need light in order to see, learn how to protect themselves from the sun, understand how shadows are formed and find patterns in the size of shadows.

To showcase their understanding, they will investigate the best material to make a shadow puppet and use their puppet to demonstrate this.

Forces and Magnets (Physics)

Children will experiment with contact and non-contact forces. They will observe and explain how magnets work and investigate how everyday materials based on their magnetic/non-magnetic properties.

To showcase their understanding, they will create a magnetic recipe for The Wild Robot to munch!



8 - Design and Technology

Levers and Linkages

Children will explore mechanical systems around us and use this to understand how levers and linkages work.

To demonstrate their understanding, they will design, make and evaluate a robot with moving limbs inspired by The Wild Robot.



9 - ICT

Unit 1 - Computing Systems and Networks - Connecting Computers

Children will build on their prior learning by discovering the benefits of connecting devices in a network.

Unit 2 - Creating Media - Animation

Children will add types of media to their animations such as music and text.



10 - R.E.

R.E

Creation

What do Christians learn from the Creation Story?

By the end of this learning journey, the children will have a greater understanding of why The Creation Story and The Fall is important to Christians.

People of God

What is it like for someone to follow God?

By the end of this learning journey, the children will be able to make links between the story of Noah and how Christians try to live in the wider world today.



11 - PSHE

PSHE

Beginning and Belonging

In this unit, children will have the opportunity to contribute to creating a safe and happy classroom through developing ground rules. They will also experience activities designed to build positive relationships in the class. They will explore what it feels like to be in new situations, how to cope if they are new, and how to welcome others who are new to their class and school.

They will identify their own support networks, including people in different contexts in their lives, and will develop skills to enable them to access help and support and to help others.

Family and Friends

This unit looks at the importance of relationships and friendships and develops children's awareness of and ability to form and maintain healthy relationships. This includes the ability to value and empathise with others, manage conflict and recognise how we affect and are affected by others. They will revisit their networks of special people, identifying those they can talk to about their concerns and how to get support in situations involving friendships.

Anti-bullying

As part of Anti-Bullying week, the children will further develop their understanding of what constitutes as bullying and the different types. They will discover some of the reasons why people choose bullying behaviour and how to prevent and stop it occurring. How to report bullying - seen or experienced - will also be covered.

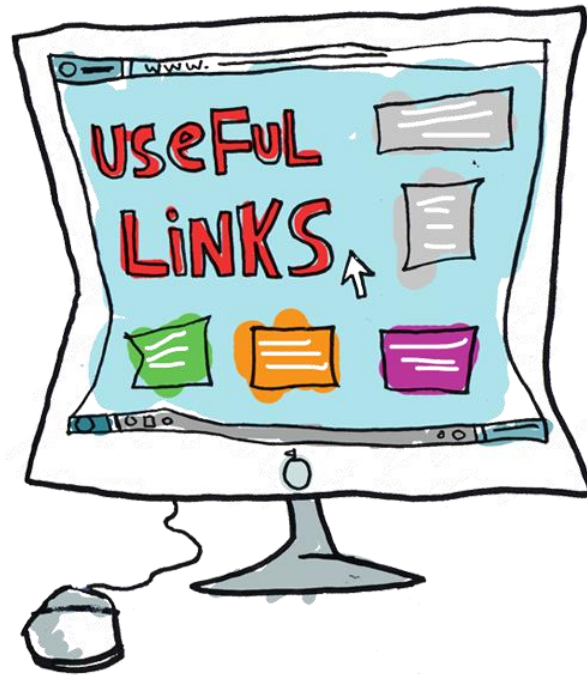
How can you help your child at home?

FUN ACTIVITIES AT HOME

How can you help your child at home?

- Create your own Stone/Bronze/Iron Age tool
- Create a model Bronze Age village (out of recycling or LEGO)
- Create a Stone Age recipe using only ingredients that were available at that time
- Use natural materials to create a Stone Age picture (paint from crushed berries, grass leaves, twigs etc.)
- Write an acrostic poem about the Stone Age
- Play with magnets - go on a hunt for magnetic materials
- Make shadow puppets and perform a show

Please bring in the work to share at school, we would be delighted to see it!



12 - Useful Websites

<https://trockstars.com/> - Support your child with their times tables

<https://www.century.tech/> - Individual learning programs

[Renaissance Learning Login](#) - AR Reader

<https://home.oxfordowl.co.uk/> - Support your child with reading and E-books

[Primary Homework Help | Online Games For Kids - BBC Bitesize](#) - You will find curriculum related learning here!