

Year 3

Curriculum Overview

Autumn 1



Welcome to our Curriculum Overview for this half term. We are excited to share the learning that will be taking place across the curriculum over the coming weeks. This overview is designed to help you understand what your child will be learning in school and provide some simple ideas for supporting their learning at home.

The home learning suggestions are entirely optional and are intended to encourage discussion, curiosity and a love of learning beyond the classroom. As always, regular reading, practising key skills and talking about learning together can make a significant difference to children's confidence and progress. We look forward to another successful half term of learning and achievement.

Miss Darling

Class Information	Important Days	Dates for Your Diary
Remember your reading book every day	Monday: Reading books changed	Friday 9 th October – FoDG Disco
School meals should be booked by 9pm on a Wednesday	Wednesdays: TTRS check (dojos awarded)	Stone Age Day - bring empty and clean milk cartons- to create our own Woolly Mammoths. TBC
Please ensure pupils come to school in correct uniform, including for PE.	Fridays: Spell test/new spellings list. Friday: Library books changed.	
	PE - Mondays and Wednesdays	

Subject	Content Covered	Ideas to Support at Home
English	Stone Age Boy – During the first three weeks of term, we will create a sentence toolkit for the children to use in their writing throughout the remainder of the year. We will learn about: • conjunctions (because/when/if/although) • fronted adverbials + comma • paragraphing + cohesion via pronouns • present perfect vs simple past • a/an Woolly Mammoth We are going to write a set of instructions on how to wash a Woolly Mammoth. Poetry	Woolly Mammoth: Bossy Verb Hunt Around the House Look at instruction manuals or recipe books you already have in the kitchen drawers (like board game rules or a toaster manual). Spot the imperative (bossy) verbs at the start of each sentence (e.g., <i>Turn, Press, Mix, Pull</i>). Challenge your child to find 3 of these verbs they can use in their mammoth instructions tomorrow at school. Poetry: Sensory Walks and "Word Collecting"

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	The theme of the poetry will be Nature. We will learn about how to create and use stanzas and imagery through our senses.	Take a walk in the garden, park, or even around the house. Give your child a small notepad and challenge them to collect "sensory words" (words describing sights, sounds, textures, and smells). Turn those collected words into a short two-stanza poem. For example, have Stanza 1 focus purely on things they <i>saw</i> and <i>heard</i> outside, and Stanza 2 focus on what they <i>felt</i> or <i>smelled</i>. The Kitchen "Magic Box" Grab an empty shoebox or container from the recycling bin. Have your child write down imaginative, invisible things on small slips of paper to "put inside" (e.g., <i>"the sound of a laughing wave," "a pocketful of morning sunshine"</i>).
Maths	- Place value - Addition and subtraction - TTRS: 2,3, 5 and 10 x times table	The Partitioning Game: Give your child a 3-digit number (e.g., 345). Ask them to break it down into its parts: $300 + 40 + 5$. Subtraction Story: <i>"Leo has 155 Lego bricks. He uses 20 to build a castle. How many bricks does he have left?"</i> ($155 - 20 = 135$) Addition Story: <i>"A bakery bakes 72 cookies in the morning and 60 cookies in the afternoon. What is the total number of cookies baked?"</i> ($72 + 60 = 132$) Timetable Array Hunt: Look at an egg carton (often 2 rows of 6) or a pack of biscuits arranged in rows. Ask: <i>"How many rows of 5 do we have here?"</i> to physically link multiplication to real objects.
Science	Our Science focus will be Rocks. The children will learn grouping and comparing rocks, what soil is made of and fossil formation.	Bread or Playdough Fossils: To model how fossils form in sedimentary rock: press a shell firmly into a piece of playdough to leave an impression (mould). Next fill that impression with a different coloured dough to represent sediment filling the space over millions of years to create a cast. Local Walk: Take a walk around your neighbourhood or local park. Look at walls, buildings, gravestones, and paving stones. Discuss how they look and feel. Are they shiny, dull, grainy, or smooth? Do they have visible crystals or layers?
PE	This half-term our PE unit is Invasion . We are building core ball skills, racket control, and team tactics across sports like hockey, football, and tennis. We are focusing on controlling equipment and objects, mastering specific shots and	Head-Up Dribbling: While they are dribbling a ball around the garden or room, hold up a random number of fingers with your hand. Challenge them to scan and shout out the correct number without losing control of the ball.

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	defensive blocks, following game rules, and working effectively as a team. Our core skills are: dribble, strike, push (in context of ball control), improve, encourage, control, concentrate, rules, teamwork, work together, block, dodge	Shadow Tag: Play a simple game of tag in an open space. Encourage your child to use a feint (a sudden fake step in one direction) to trick you, then accelerate rapidly into an open space. Wall Pass: If they have a partner or a safe outdoor wall, practice passing a ball back and forth. Before releasing the pass, prompt them to state their passing option aloud (e.g., calling out a target or direction) just like in a real game.
RE	How do Jews use stories to remember God's covenant? Pesach (Passover): This is the main festival studied in Year 3. Pesach celebrates the story of the Exodus (Moses freeing the slaves). The Seder Meal: During Pesach, families gather for a special meal called a Seder. Every item on the Seder plate is a physical storytelling tool representing a part of the Exodus story.	Create a "Sensory Story" Plate- Talk about how a meal or objects can tell a historical story, just like a family recipe or a birthday cake. At-Home Activity: Gather a few simple items from the kitchen (e.g., something sweet, something bitter like a piece of dark chocolate or a rocket lettuce leaf, and a plain cracker to represent flatbread). Ask your child to taste them and match them to feelings or a story, discussing how food helps humans remember big historical events (much like Pesach/Passover).
History	Stone Age to Iron Age We will learn about the prehistory of how humans used to live from the stone age to the iron age. We will also have a day to experience and dress up as people living in the Stone Age	Visit a museum such as the Yorkshire Museum (York), Hull and East Riding Museum of Archaeology, the Rotunda Museum (Scarborough) or Leeds City Museum The Hunter-Gatherer Challenge: Talk about how Stone Age people had to find their food instead of going to a supermarket. Go out into the garden or a park and see how many "natural resources" you can spot that they would have needed (wood for fire, stones for tools, plants for gathering). Make a Model Shelter: Look at pictures of Stone Age homes (like roundhouses or tents made of animal skins and branches) or settlements like <i>Skara Brae</i>. Challenge your child to build a miniature model using twigs, leaves, mud, or Lego.
Art	Cave paintings- inspired by the work of Banksy	Design a Cave Painting: Stone Age people painted animals and handprints on cave walls using natural materials. Have your child create their own "cave art" by drawing on brown paper or cardboard using earthy colours (browns, blacks, and reds), or try painting with twigs and sponges instead of brushes.
French	N/A	