

## Year 3 - Autumn Curriculum Letter

Welcome back to St. Mary's for the Autumn Term. We hope you all had an enjoyable and restful Summer break. This letter will inform you of the exciting things that your child will be learning about over the next term! Miss Godbold will be teaching Y3 Monday - Wednesdays and Mrs Veitch Thursdays and Fridays. We are both very excited to be welcoming your children back to school for their first year in KS2

### General reminders

Please ensure that your child reads **DAILY** and that this is noted in their home-school diary at least 4 times a week. If there are any important notes, especially regarding a change in pick-up arrangements, please ensure that these notes are clearly written in the home-school diary. Your child needs to have their reading book and diary in school each day.

All of your child's belongings need to be clearly name-labelled and children need to be in the correct school uniform each day.

Our PE days (for the first half term) are **Monday** and **Wednesday**. Children may come to school in their PE kit on these days and if they have an after (or before) school club.

Homework will be set on a Friday and due back the following Friday this will be a weekly piece of Spelling. Children will also need to practice their times tables regularly, as this is especially important now they are in KS2.

### Equipment

Your child does not need to bring a pencil case to school as we provide all equipment necessary. Please ensure that their school bag (should you feel they need one) is of a regular size. We have lockers in Y3 and they are rather small and need to fit a bag and a coat during Winter months.

Please send your child in with a **named water bottle** daily and a piece of fruit/vegetables for their snack if they would like one.

## Curriculum

### RE

Our topics for R.E. this term are 'Creation & Covenant' and 'Prophecy and Promise'.

	<b>Creation and Covenant</b>	<b>Prophecy and Promise</b>
Hear	<p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> <li>• That the Creation stories in Genesis use symbolism to explain the relationship between God, human beings, and the world.</li> <li>• That in the first account of the Creation one day is 'made holy' (Gen 2:3).</li> <li>• That the Church teaches that 'Creation is the common work of the Holy Trinity'.</li> </ul> <p>By the end of this unit of study pupils will have encountered the following key texts:</p> <ul style="list-style-type: none"> <li>• The first account of the Creation, Genesis 1:1-2:4.</li> <li>• Extracts from either Psalm 8 or 19 in praise of Creation.</li> <li>• In an age-appropriate way, LS 66 and 88.</li> </ul>	<p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> <li>• Why Christians go to Mass on Sunday.</li> <li>• How Catholics celebrate Mass.</li> </ul> <p>For Advent:</p> <ul style="list-style-type: none"> <li>• Messiah would be born of a virgin and would be called Immanuel (Is 7:14).</li> <li>• The Annunciation to Joseph (Matt 1:18-25).</li> <li>• Revisit Lk 1:26-38</li> </ul>
Believe	<p>By the end of this unit of study, pupils will know that the Church teaches:</p> <ul style="list-style-type: none"> <li>• God is the Creator of the Universe who made everything out of 'free and unselfish love' (YC 2).</li> <li>• That all human beings are made in God's image and all people have dignity and are created equal.</li> <li>• A way in which human beings' image (imitate) God is through care for each other, and that caring for Creation is one of the ways we care for each other. Additionally, failing</li> </ul>	<p>By the end of this unit of study, pupils will know that the Church teaches:</p> <ul style="list-style-type: none"> <li>• Sunday is the day of the Resurrection of Jesus. Therefore, Christians gather on Sunday.</li> <li>• Catholics gather to celebrate Mass where they listen to the words of holy scripture (the Liturgy of the Word) and meet Jesus in Holy Communion (the Liturgy of the Eucharist).</li> <li>• The Liturgy of the Word includes readings from the Old</li> </ul>

	<p>to care for Creation is a way people turn away from God's love.</p> <ul style="list-style-type: none"> <li>• The dignity of all human beings is one of the principles of Catholic Social Teaching.</li> </ul>	<p>Testament and the New Testament.</p> <ul style="list-style-type: none"> <li>• That Jesus birth was foretold by the prophets.</li> <li>• That Joseph listened to the angel and opened his heart to the Holy Spirit.</li> </ul>
Celebrate	<p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> <li>• Extracts from a psalm of Creation.</li> <li>• How the praise of Creation is expressed in the prayer and Liturgy of the Church (e.g., St Francis's Canticle of the Creatures; the Offertory prayers; a Prayer for our Earth in Laudato Si')</li> </ul>	<p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> <li>• How Catholics use some signs, actions, prayers, and symbols to celebrate Mass, e.g., the sign of the cross, bells, the Kyrie Eleison prayer, etc.</li> <li>• Hear some of the responses Catholics say at Mass, focusing on the Liturgy of the Word.</li> <li>• How Advent hymns celebrate Jesus as the coming Messiah (e.g., O Little town of Bethlehem; Long ago prophets knew; O come, divine Messiah; O come, O come Emmanuel)</li> </ul>
Live	<p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> <li>• Ways in which we can show care for God's world (stewardship) as part of our care for each other.</li> <li>• Ways in which people can give thanks for the blessing of Creation, including spending time in prayer.</li> </ul>	<p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> <li>• Some ways that Christians prepare for the coming of Christ during Advent.</li> <li>• Representations in art around the world, connecting to the prophecies of Christ's coming.</li> </ul>

## Maths

Our areas for study for this term are Place Value, 'Addition and Subtraction' and 'Multiplication and Division.' Children will develop their fluency, reasoning and problem-solving skills in these areas.

<b>Place Value</b>	<b>Addition and Subtraction</b>	<b>Multiplication and Division</b>
<p>Identify, represent and estimate numbers using different representations.</p> <p>Find 10 or 100 more or less than a given number.</p> <p>Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).</p> <p>Compare and order numbers up to 1000. Read and write numbers up to 1000 in numerals and in words.</p> <p>Solve number problems involving these ideas.</p> <p>Count from 0 in multiples of 4, 8, 50 and 100. Pupils now use multiples of 2,3,4,5,8,10,50 and 100.</p>	<p>Add and subtract numbers mentally, including a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds.</p> <p>Add and subtract numbers with up to three digits using formal written methods of columnar addition and subtraction.</p> <p>Estimate the answer to a calculation and use inverse operations to check answers.</p> <p>Solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction.</p>	<p>Count from 0 in multiple of 4,8,50 and 100.</p> <p>Recall and use multiplications and division facts for the 3,4 and 8 multiplication table.</p> <p>Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.</p> <p>Solve problems, including missing number problems, involving multiplications and division.</p>

## English

Children will continue to develop their reading and writing skills through study of our class texts. 'Greta and the Giants', 'Pebble in my Pocket', 'Leon and the Place Between', and 'The Night Before Christmas'. Children will develop a greater understanding and mastery of spelling, grammar and punctuation.

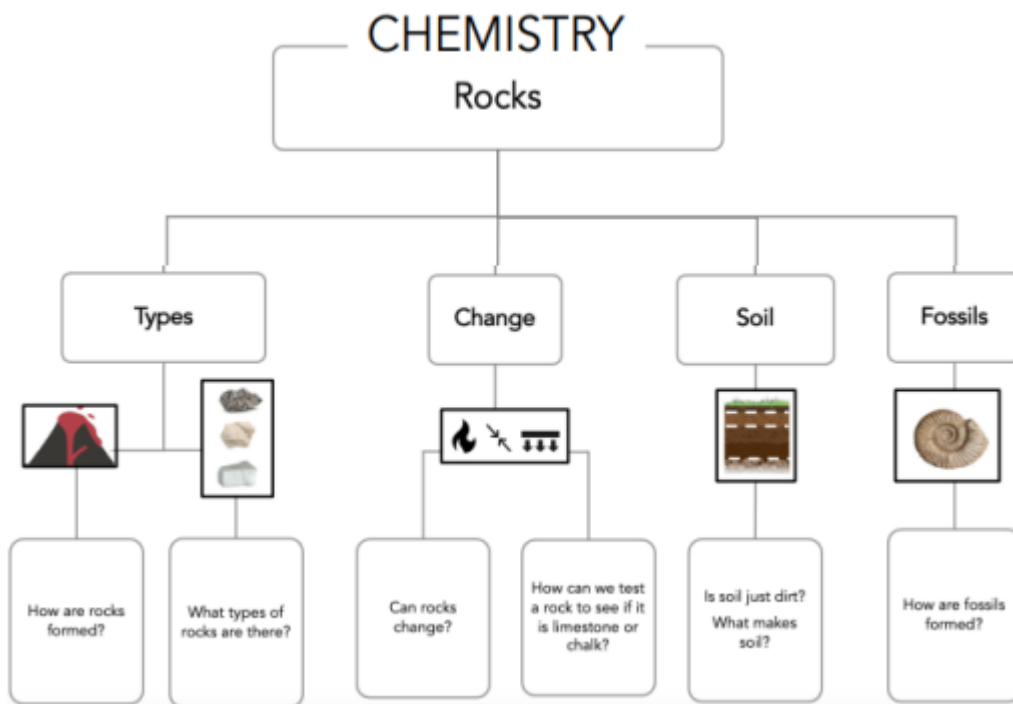
<b><u>Reading</u></b> <b>Learning focuses</b>	<b><u>Writing (inc, SPAG)</u></b> <b>Learning focuses</b>
<p>Listen to and discuss a wide range of fiction, poetry and non-fiction.</p> <p>Read books that are structured in different ways and read a range of purpose.</p>	<p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p>

<p>Use dictionaries to check the meaning of words that they have read.</p> <p>Identify themes and conventions in a wide range of books.</p> <p>Prepare poems to read aloud and to perform.</p> <p>Discuss words and phrases that capture the reader's interest and imagination.</p> <p>Understand what they read by checking that the text makes sense to them, discuss their understanding and explain the meaning of words in context.</p> <p>Ask questions to improve their understanding of a text.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.</p> <p>Predict what might happen from details stated and implied.</p> <p>Identify main ideas drawn from more than one paragraph and summarise these. Identifying how language, structure and presentation contributes to meaning.</p> <p>Retrieve and record information from non-fiction.</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, take turns and listen to what others say.</p>	<p>Organise paragraphs around a theme, in narratives, create settings, characters and plot, In non-narrative material, use simple organisational devices (for example, headings and sub-headings).</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggest improvements, proposing changes to grammar and vocabulary to improve consistency.</p> <p>Use pronouns accurately in sentences.</p> <p>Proof-read for spelling and punctuation errors.</p> <p>Increase the legibility, consistency and quality of their handwriting.</p> <p>Use prefixes and suffixes and understand how to add them.</p> <p>Spell homophones.</p> <p>Learn to spell words that are often misspelt.</p> <p>Place the possessive apostrophe accurately in words with regular plurals.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught.</p>
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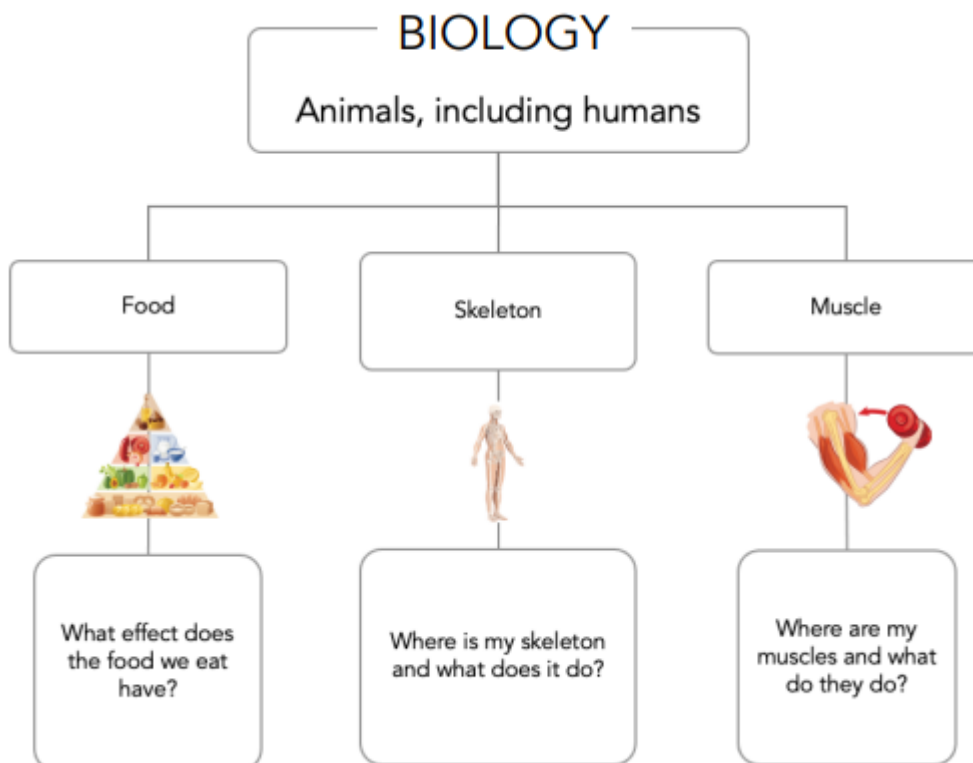
In writing this term, these are the genres that they will be learning poetry, first person narratives, non-chronological report, formal letters to complain, dialogue through narrative and performance poetry.

# Science

Our topic for this term is 'Rocks'.



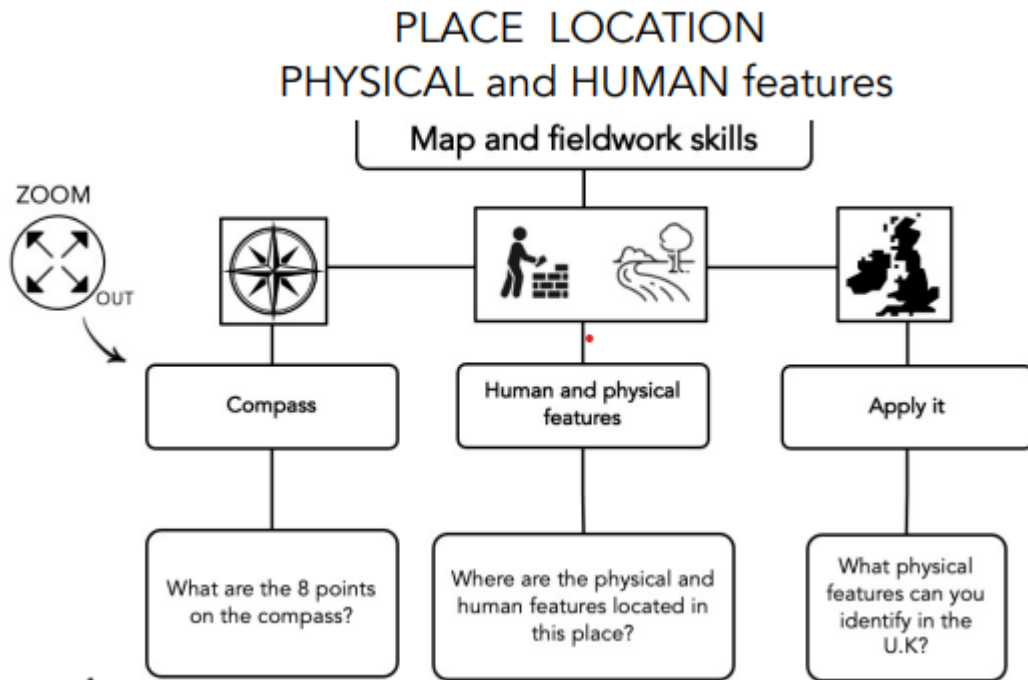
For Autumn 2 after October half term the unit will be 'The study of human things - Animals including humans.'



Children will continue to develop their 'Working Scientifically' skills by planning, designing, undertaking and evaluating their own investigations.

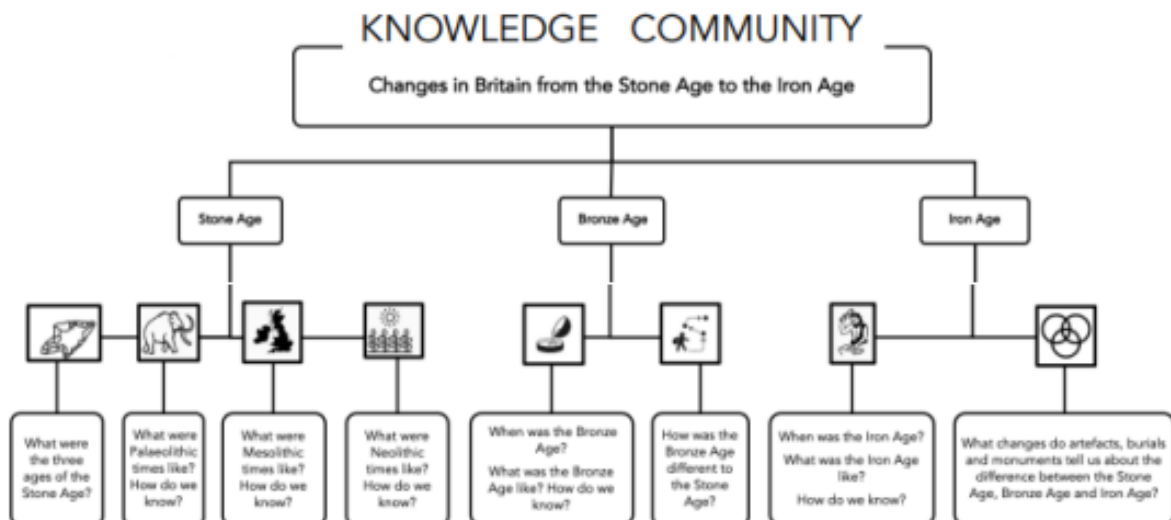
# Geography

Our topic this term is a 'Fieldwork- Humans and Physical features'.



# History

Our topic for the term is 'Stone Age to Iron Age.'



## Computing

In computing this term, the topic is programming sequence in music.

Learning objectives		
I am learning about variables in games.	I am learning about the variables in programming.	I am learning about the importance of improving games.

## Art

Our topics for the term are 'Drawing and Painting'.

Drawing and Painting	
At the end of this block, pupils will ...	
<b>Know:</b>	<b>Be able to:</b>
There are lines and patterns in natural objects	Identify lines and patterns in nature (rocks and fossils)
A range of effects can be made with paint	Use a range of specific painting techniques
In this block, pupils will continue to experiment by using a range of materials, including paint, to create different marks. They will also mix colours. Pupils will be taught how to use a variety of painting techniques, including tonking and sgraffito. They will explore how to combine techniques to create texture and shape.	

## DT

Our topics for this term are 'Textiles'.



## Textiles

At the end of this block, pupils will ...	
Know:	Be able to:
Fabric can be stiffened	Select and apply solutions to stiffen fabric
Stiffened fabric can hold a form	Make a box using stiffened fabric

In this block, pupils will explore ways to stiffen fabric. They will have the opportunity to cover a box with cloth and then go on to create a rigid box out of fabric.

## **PE**

Our focus for this term is on honing our skills in games and dance. PE will be taught by Mr Hurd on Wednesday mornings and Miss Godbold on Monday afternoons.

## **Music and French**

Music and French will be taught by Mrs Dyer on Wednesday mornings. For music the topic is song writing and composition inspired by animation and for French our topics are greetings and adjectives on colour, size and shape

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**We look forward to working closely with you over the term. Should there be any questions or problems, please make an appointment via the school office.**

**With very best wishes,  
Miss Godbold & Mrs Veitch.**