

Heathfield PRIMARY SCHOOL



Curriculum booklet

Year 3

Autumn 1.1

writing

Keywords

recount
character description
setting description
similes
expanded noun phrase

fronted adverbials
conjunctions
formal language
spelling
capital letters

punctuation

In school we will be learning

This term in writing, children will build upon the skills they've acquired earlier this year. They'll concentrate on writing various forms of writing, such as :

- recount
- character description
- setting description

While exploring these text types and the purposes of each, the children will also recap previously covered skills and developing others. These include understanding and using:

- similes
- expanded noun phrases
- fronted adverbials
- Adverb openers
- conjunctions
- formal language



At home you can

- Practise the year 3 common exception words. This can also be a chance for children to improve their handwriting too. These words can be found in the reading record.
- Practise using [fronted adverbials](#) to further enhance sentence structure.
- Practise using [noun phrases](#) to describe a range of different nouns.

Useful websites



Fronted adverbials



context for writing



fronted adverbials

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reading

Keywords

retrieval
inference
prediction
summarise
vocabulary

pace
scanning
key words
tone
intonation

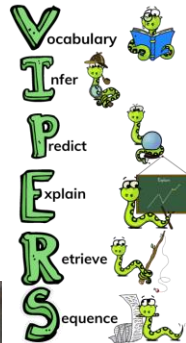
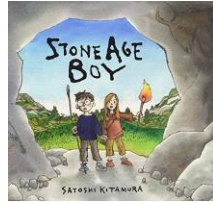
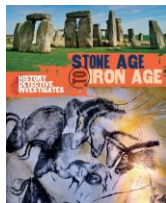
accuracy
explain
punctuation

In school we will be learning

This term, our class will explore both fiction and non-fiction texts. Our fiction text, *The Stone Age Boy* and non-fiction text, *Stone Age to Iron Age* will be the focus to our learning.

The children will focus on enhancing various skills by answering different types of questions, such as multiple choice, constructing short and open responses, orally and through multiple choice. The skills we will be looking at this term are making inferences, understanding vocabulary, predicting outcomes, and summarising.

Additionally, during guided reading sessions, children will continue to build upon their fluency and self-correction skills. In these sessions, the children will focus on developing their intonation, tone, and reading at a good pace whilst remaining accurate. While also enhancing their comprehension skills through a range of questions linked to the text types.



At home you can

- [Read with your child](#) daily (class text/levelled book and library book). Ensure a comment is written in their reading journal each time you do. Ask them questions based on what they have.
 - How might the character be feeling?
 - Summarise what has happened?
 - Can you think of another word for...
- Write a [book review](#) about the book that you have read. You can also write one on the [Heathfield Book Review](#) Page!
- Identify unfamiliar words – use a dictionary to find the meaning or read around the word to find it.

Useful websites



Book review tutorial



Heathfield Book Review

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Maths

Keywords

place value
partition
ordering
comparing
addition

subtraction
grouping
regrouping
exchanging
times tables

column method

In school we will be learning

This term the children will be focusing on:

Number and place value

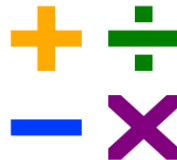
The children will begin learning the place value of each digit in two-digit numbers. This will support the children with being able to confidently partition numbers up to 100. Once pupils are confident with this, we will move onto ordering and comparing numbers up to 100.

Addition and subtraction

The children will begin learning addition and subtraction with three-digit numbers and one digit, tens and hundreds. Then once the children are confident with this, they will then move onto regrouping and exchanging.

Multiplication:

The children will be introduced to the 4's and 8's times tables. They will be looking at the links and patterns within these. They will then move on to counting in multiples of 50's and 100's.



At home you can

- Practise times tables through [hit the button](#) or [times table rockstars](#).
- Look at place value of hundreds, tens and ones within numbers.
- Practise how to [partition](#) up to three-digit numbers.
- Challenge – can you put the numbers in order.
- Look at the column method for [addition and subtraction](#).

Useful websites



Hit the button



partition numbers



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Keywords

pelvis
pivot joint
quadriceps
radius

relax
rib
ribcage
skeletal muscle

skeletal system
skeleton

In school we will be learning

Animal Nutrition and the Skeletal Systems

In the Animal Nutrition and the Skeletal Systems project, your child will revisit prior learning about living things, including how animals can be carnivores, herbivores or omnivores, needing food, water, air, shelter, sleep and space to reproduce and survive. They will use the term 'nutrition', learning that it is a life process by which all living things get or make food. They will learn that humans are omnivores because of their teeth and ask scientific questions about the human diet and research to find the answers.

The children will read information to compare the diets of different animals, including carnivores, herbivores and omnivores, revisiting learning about how animals' diets change with the seasons. They will learn the function of the human skeleton, observing and then labelling the location of its major bones. They will learn what joints are and investigate how they allow us to bend and move easily. They will carefully examine different skeleton types and use the terms 'vertebrate', 'invertebrate', 'endoskeleton' and 'exoskeleton'.



At home you can

Food Diary: Keep a food diary for a week. Help your child record everything they eat and drink. At the end of the week, discuss and categorize the foods into groups (e.g., fruits, vegetables, grains, proteins) and talk about why each food group is important.

Research Animals' Diets: Choose different animals (carnivore, herbivore, omnivore) and research what they eat. Create a chart or poster comparing their diets and discuss why they eat different types of foods.

Useful websites

<https://www.bbc.co.uk/bitesize/topics/zcyycdm/articles/ztwcbqt#zn366g8>

SCAN ME



<https://www.bbc.co.uk/bitesize/topics/zcyycdm/articles/zf284xs>

SCAN ME



Humanities History

Keywords

chronology
enquiry
explore
extract
evidence

artefacts
bronze
iron
stone
inventions

changes
development
flint
sword
shield

settlement
Stonehenge
Britain
nomadic
farming

In school we will be learning



This term the children will be learning through the topic called 'through the ages'.

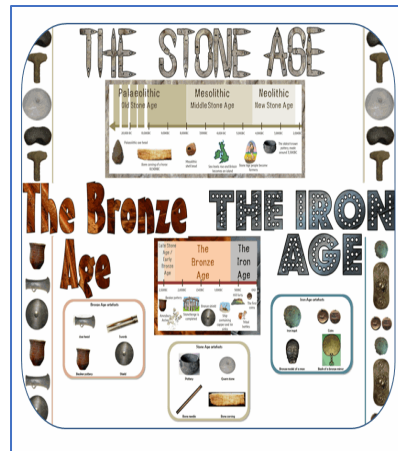
They will focus on the stone, bronze and iron ages. They will learn about the chronology of this period and what were some of the key events

from this time.

The children will learn about what life was like for people and how they evolved from one phase to the other.

They will learn about some of the key inventions from this period and how different elements were used to create everyday objects.

As part of this topic the children will develop their enquiry and questioning skills and use a range of artefacts to further build on their understanding of this period in time.



At home you can

- To create a poster about the chronology of these time periods. On the timeline plot stone age, iron age and bronze age.
- Create a poster about some of the key developments of each of these ages.
- Write a newspaper report about the discovery of Stonehenge.
- Paint or draw a picture of Stonehenge.

Useful websites



Stone Age for Kids <https://youtu.be/ROBNgVnZc-w>



The Bronze Age for kids <https://youtu.be/PYqHA5C82Xs>

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computing

Keywords

digital device,
input,
process,
output,
program,

digital,
non-digital,
connection,
network,
switch,

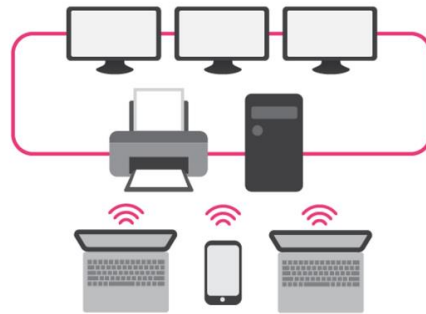
server,
wireless access
point,
cables,
sockets

In school we will be learning

Connecting computers

The children will develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs. They will also compare digital and non-digital devices. Next, the children will be introduced to computer networks, including devices that make up a network's infrastructure, such as wireless access points and switches. Finally, they will discover the benefits of connecting devices in a network.

The project will introduce the concepts of input, process, and output. These concepts are fundamental to all digital devices. The children will develop their knowledge of the relationship between inputs, processes, and outputs and apply it to devices and parts of devices that they will be familiar with from their everyday surroundings.



At home you can

Identify Inputs, Processes, and Outputs in Everyday Devices

Activity: Go on a "device hunt" around the house to identify and discuss the inputs, processes, and outputs of various digital devices.

Learning Objective: Understand the concepts of input, process, and output in digital devices.

Materials: Notebook, pen.

Steps:

- Identify common household devices (e.g., microwave, television, smartphone).
- Discuss what the input (e.g., pressing buttons), process (e.g., heating food), and output (e.g., cooked food) are for each device.
- Write down the findings.

Useful websites

<https://www.bbc.co.uk/bitesize/topics/zs7s4wx/articles/zx8hqv4>



<https://www.bbc.co.uk/bitesize/topics/zs7s4wx/articles/z78nydm#zn4vg7h>



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art

Keywords

Primary colours
Secondary colours
Tertiary colours
Analogous colours
Complementary colours
hue

Warm colour
Colour wheel
Cool colour
Water colour

In school we will be learning

In this art project, children build on their learning from the Mix It projects of Year 1 and 2.

They will revisit and extend understanding of colour theory by learning about colour families including analogous, complementary, warm, cool and tertiary colours.

Children will be introduced to water colours and will have opportunities to explore the properties and techniques of working with water colours.



They will revisit the colour wheel and create one to record their colour families.

They will learn vocabulary to help them analyse a favourite painting and will be mixing colours to design and create a colour composition of their own imagining.



At home you can

- Using water colours, fold a piece of paper in half, paint on one side, then press the sides together to transfer the paint, creating a symmetrical design.
- Dip a brush in watercolour and flick it onto paper to create a splatter effect. Use different colours to add layers - make it more challenging by creating each layer in primary, secondary and tertiary colours.
- Collect leaves, flowers, or other natural objects. Paint them with watercolours and press them onto paper to create prints.

Useful websites



Creating
a colour wheel



Water
colour techniques

Music

Keywords

Recorder,
woodwind,
fingering,
notes,
notation,

cross head
crotchets,
minims,
rests,
beat,

bar,
crotchets,
dotted crotchets,
semibreve

In school we will be learning

During this half term, year 3 pupils will be introduced to the recorders. We are very lucky to offer each child their own instrument to play in music lessons.

Pupils will start by being taught how to hold the recorder correctly and stand in the correct position. We want pupils to make a clear sound on the note B, A, C and G. While playing pupils should be able to keep the pulse when playing the recorder. A big part of playing is to breathe at the correct time when playing, pupils will work on this. To help this pupils will be taught to identify and draw the time signature, with bar lines, treble clef and notes B, A, C and G.



Pupils will even look at these notes on a score and explain what the word rhythm means and copy back different rhythms on the note B, A, C and G.

Over the course of the half term pupils will develop and refine recorder technique, accuracy, and competency and describe what a stave is.

By the end of the half term, we want pupils to develop one's independence and confidence and begin to read a stave and other relevant notations

If able, pupils will develop performance skills and practice both within and without lesson contexts.

At home you can

During the first lesson pupils will learn how to hold the recorder. The first useful website builds on this knowledge and gives more information about playing that pupils will learn.

The link to the BBC's music Macbeth is a great resource that discusses the structure of music and includes a great set of songs.

As the knowledge of instruments grows, hopefully pupils can have a go at trying to guess the instruments from the noise it makes.

Useful websites



[Recorder Lesson One: The Basics](#)



[KS2 Music: Macbeth](#)



[Guess the Sound | Musical Instruments Quiz](#)

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re

Keywords

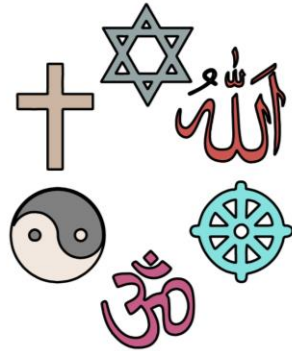
religion
community
compassion
sharing
reflect

Christianity
Sikhism
Islam
Judaism
Hinduism

In school we will be learning

This term, in RE, children will learn about the importance of sharing and how it can make others feel. This subject delves into the moral and ethical dimensions of sharing, highlighting its role in fostering community and compassion. Students will explore teachings from various religions about the act of sharing and its significance.

They will learn how different faiths view sharing as a fundamental principle, promoting generosity and empathy. Through stories, discussions, and reflective activities, children will gain a deeper understanding of how sharing not only benefits others but also enriches their own lives by creating a sense of connection and goodwill.



At home you can

- Engage children in reflective activities, such as keeping a [journal](#) where they write about instances of sharing and the feelings associated with these acts.
- Demonstrate the act of sharing in daily life, whether it's sharing food, time, or belongings, to show children the positive effects of generosity.
- Share stories from various religious and cultural backgrounds that emphasise the importance of sharing.
- Create opportunities for children to talk about their experiences with sharing, how it made them feel, and the reactions of others.

Useful websites



how to keep a journal

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Keywords

friendship
positiveness
communication
trust
behaviour

bonds
conflict
health
relationships

In school we will be learning

This term, in PSHE, children will learn about the importance of friendships, knowing how to build good friendships, and how to manage them. This part of the curriculum emphasises the value of forming positive and supportive relationships.

Children will explore various aspects of friendship, including trust, communication, and empathy. They will engage in activities and discussions that help them understand the qualities of a good friend and the behaviours that strengthen these bonds.

Additionally, they will learn strategies for resolving conflicts and managing the ups and downs that come with friendships, ensuring they can maintain healthy and lasting relationships.



At home you can

- Make a poster about what makes a [good friend](#).
- Talk about what trust and empathy are.
- Practice role-playing different social situations with your child to help them develop skills for resolving conflicts and understanding the dynamics of [friendships](#).

Useful websites



a good friend



friendship quiz

pE

Keywords

running
jumping
throwing
isolation
combination

flexibility
strength
technique
control
Balance

Health
Fitness
direction
change

In school we will be learning

Fundamentals



The children will develop the fundamental skills of balancing, running, jumping, hopping and skipping. Pupils will develop their ability to change direction with balance and control. They will be given the opportunity to explore how the body moves at different speeds as well as how to speed up and slow down.

This unit links to the following strands of the NC: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.

Fitness

In this topic the children will be exposed to a range of activities that explore and develop different areas of their health and fitness. Pupils will learn that being fit means having strong, healthy bodies and more energy for everyday life activities. They will practice various activities using fundamental movement skills, such as running and jumping to improve their strength and fitness. This unit will also highlight how regular physical activity boosts their focus in school and overall happiness.



At home you can

- Create a fitness circuit and complete at least three times in the week: include in it skills of running and jumping in different ways.
- Practise running at different speeds across the garden, up and down the stairs.
- Create a poster all about the benefits of fitness in our lives.

Useful websites



12 easy exercise for children at home.
<https://youtu.be/FB5-7tliX-l>

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