

Heathfield PRIMARY SCHOOL



Curriculum booklet

Year 3

Autumn 1.2

Writing

Keywords

non-chronological report
fronted adverbials
conjunctions
formal language
spelling
capital letters

punctuation
narrative
diary
similes
expanded noun phrase

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 :

- Non-chronological report
- Narrative
- Diary

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



fronted adverbials



context for writing

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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 a non-fiction text. Our 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. They will also enhance 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 read.
 - How might the character be feeling?
 - Can you 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

multiplication
addition
exchanging
regrouping
division

inverse
column method
times tables
place value
inverse

In school we will be learning

This term, children will build on their understanding of place value, deepening their knowledge in this area.

They will focus on addition and subtraction, tackling problems involving up to 3-digit numbers, while being introduced to key concepts such as exchange and regrouping.

We will also be using the column method to support their calculations and improve their accuracy. In addition, children will explore multiplication and division, learning a variety of strategies to perform these operations effectively, including grouping, sharing and repeated addition.

The children will specifically focus on mastering the 3, 4 and 8 times tables, while also strengthening their confidence with the 2, 5 and 10 times tables to ensure a solid foundation in their multiplication skills.

At home you can

- Practise times tables through [hit the button](#) or [times table rockstars](#).
- Look at the column method for [addition and subtraction](#).
- To practise calculations using inverse to check the answers.

Useful websites



Repeated addition and multiplication



Column method

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Science

Keywords

skeleton
endoskeleton
muscles

invertebrate
exoskeleton
bones

vertebrate
no skeleton
joints

In school we will be learning

Animal Nutrition and the Skeletal System

This half term, we will continue with this unit of work for the first few weeks but will look at identifying and grouping animals that have no skeleton, an internal skeleton and an external skeleton. Furthermore, they will generate research questions based on animals' skeletal systems, for example, do all vertebrates have the same number of bones? The children will work on recording their findings using simple scientific language, drawings, labelled bar charts and tables.



Rocks

In the Rocks project, your child will learn about the different layers of the Earth, including plate tectonics and their potential effects on the Earth's surface. They will learn about the different types of rock and their uses and properties. They will also investigate soil and fossils, when investigating soils, they will look at similarities and features.

At home you can

Research animal skeletons:

Find out about the different types of skeletons. What are they called? What does it mean? Find examples and draw them. Create a table showing examples of the different animals with the different types of skeleton.



Useful websites



[What is an invertebrate?](#)



[What is soil made from?](#)

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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

In Autumn 2, the children will be continuing their journey '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/R0BNgVnZc-w>



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

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H

Computing

Keywords

animation
output
sequencing
frames
motion

movement
stop-motion
creativity
playback
planning

positions
angles

In school we will be learning

This term, children will begin by learning the fundamentals of animation through simple methods, starting with the basics of how images come to life through movement.

They will explore techniques like sequencing and frame-by-frame animation, which will help them understand how small changes between frames create the illusion of motion. Using this knowledge, the children will craft their own animations, allowing them to get hands-on experience to see their creations move.

As their skills develop, they will expand their understanding of animation by working on stop-motion projects. In these projects, children will create physical models or use objects, taking photos of them in different positions and then putting these images together to form a smooth, moving animation. This process will give them insight into more complex animation techniques and provide a creative, engaging way to combine art and technology.



At home you can

- Encourage creative play: Let your child experiment with drawing sequences of simple characters or objects that change slightly in each image to understand the basics of animation.
- [Explore stop-motion](#) tools together: Use a smartphone or tablet with free stop-motion apps to create short films using everyday objects or toys, helping your child grasp how movement is captured frame by frame.
- [Watch animations](#): Watch classic or simple animations with your child and discuss how movement and storytelling are created through sequences of images.

Useful websites



Stop motion



how to make your own stop-motion

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D & T

Keywords

food groups
hygiene
safety
techniques
balanced diet

health
cross-contamination

In school we will be learning

This term, the children will be diving into the topic of healthy eating. They will explore the different food groups in more depth, learning what each one provides and why it is essential for a balanced diet. Through various activities, the children will understand how proteins, carbohydrates, fats and other nutrients help support different bodily functions.

In addition to nutrition, the children will focus on kitchen safety and hygiene. They will learn about proper food handling, how to avoid cross-contamination, and the importance of cleanliness in the kitchen. The children will also explore safe kitchen practices, such as handling utensils correctly and storing food properly.

Once the class has a good grasp of these skills, they will move on to learning different cooking methods. From boiling to baking, the children will get hands-on experience and see how cooking techniques affect the taste and health benefits of food.



At home you can

- Explore their kitchen to find and [categorise foods](#) from each food group, discussing with parents how each supports the body.
- Plan a healthy, balanced meal by including something from each food group and considering the nutritional value of different cooking methods.
- Create a poster highlighting [key kitchen safety and hygiene rules](#), using drawings or photos to make it visually engaging and informative.

Useful websites



Food groups



cooking in the kitchen

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Music

Keywords

Notes reggae notation pulse beat perform instruments instrumental
bass song rhythm tune tone pitch
Genre unison building

In school we will be learning

This half term, the children will be learning the song: [Three Little Birds](#)

This from the genre of Reggae music. This topic builds on the children's YR1 knowledge of reggae music.

The children will complete the below stated objectives to demonstrate their progress.

Listen & Respond

To identify the pulse of the music.

To begin to identify the structure of a song.

Singing

To sing the song: Three Little Birds.

Playing

To play instrumental parts with the song from notation using musical notes.

To begin to identify the structure of a song.

Singing

To sing the song "Lean on Me."

Playing

To play instrumental parts with the song from notation using up to 4 notes – C, E F & G.



At home you can

- The children can listen to the reggae songs: as learning in the class, and practise singing it at home.
- Use different household objects to create your own instruments.
- Perform a piece of music that has been composed by you.
- Draw a picture of you performing your song to an audience. Include the instruments you would be using.

Useful websites

<https://youtu.be/eDbGoPuoW6E>

Kids reggae compilation.
– 30 minutes of fun.



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RE

Keywords

environment
caring
protect
preserve
Islam

Hinduism
Christianity
values
diversity
respect

In school we will be learning

In RE this term, the children will continue exploring the important topic of caring for the environment. They will learn about the practical steps they can take in their daily lives to help protect and preserve the world around us.

Alongside this, the children will also delve into how different religions view the responsibility of taking care of the Earth.

They will explore various beliefs and teachings from different faiths, such as Christianity, Islam and Hinduism, that emphasise the importance of looking after the environment. This will help them understand that environmental care is a value shared across many cultures and religions, encouraging respect for both the planet and the diverse perspectives of others. Through discussions and activities, children will reflect on how they can apply these lessons to their own lives and communities.



At home you can

- Encourage eco-friendly habits: [Teach your child to reduce, reuse](#), and recycle at home, involving them in sorting waste or reusing materials for creative projects.
- Discuss different cultural and religious views on nature: Talk about how various religions, like Christianity, Islam and Hinduism, promote the protection of the Earth and the shared responsibility we all have for the environment.
- [Lead by example](#) in sustainable practices: Show your child how to conserve water, turn off unused lights, and opt for energy-efficient choices to reduce your household's environmental impact.

Useful websites



[How to look after the environment](#)



[what to do with your rubbish](#)

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PSHE

Keywords

safety
hazards
environment
surroundings

dangers
harmful substances
emergencies
respect

In school we will be learning

In PSHE this term, students will explore a range of important topics focused on safety.

They will learn how to identify potential hazards in their local environment, such as busy roads, unsafe areas and the importance of being aware of their surroundings.

At home, they will be taught to recognise common dangers, such as electrical appliances, hot surfaces, and harmful substances, as well as how to handle them safely. The students will discuss what actions they can take to prevent accidents, such as using pedestrian crossings, being careful with sharp objects and ensuring that areas like kitchens are safe.

They will also learn about what to do in case of emergencies, including how to get help, who to call, and how to respond to risky situations in a calm and responsible manner. By delving into these safety topics, students will gain valuable knowledge and practical skills to protect themselves and others in various environments.

At home you can

- [Discuss potential hazards around](#) the house: Regularly talk to your child about the risks associated with common household items like electrical appliances, hot surfaces and sharp objects.
- Model safe behaviour: Demonstrate how to handle tools and appliances safely, showing your child the importance of caution in environments like the kitchen or garden.
- [Reinforce outdoor safety](#): When out with your child, point out safe practices, such as using pedestrian crossings and being aware of traffic and surroundings.

Useful websites



[hazards in the house](#)



[road safety](#)

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PE

Keywords

gymnastics
flexibility
coordination
balance
body control

flexibility
transitions
awareness
technique

In school we will be learning

This term, the children will be focusing on gymnastics, where they will develop their physical strength, flexibility, coordination and balance. They will start by learning basic movements such as rolls, jumps and balances, building their confidence and body control.

As they progress, they will explore more complex sequences, combining different movements and learning how to transition smoothly between them. Through these activities, they will not only improve their physical abilities but also gain a deeper understanding of spatial awareness and the importance of posture and precision.

Teamwork and encouragement will be key as they work with their peers to create routines and support each other in achieving their goals. Gymnastics will help foster discipline, resilience and a positive attitude towards physical fitness.



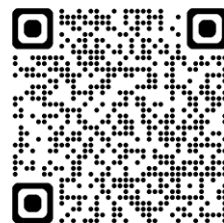
At home you can

Watch age-appropriate gymnastics routines online to understand the movements and techniques.

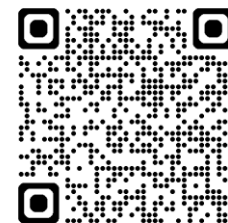
Help children to practise individual and partner balances on soft surfaces like grass or carpet.

Encourage children to stretch regularly to improve their flexibility. This can include reaching for toes, side stretches or bridge poses.

Useful websites



[Gymnastic positions](#)



[different gymnastic stretches](#)

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