

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



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Reading

Keywords

retrieval
inference
prediction
summarise
vocabulary

pace
scanning
key words
tone
intonation

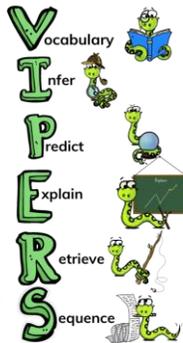
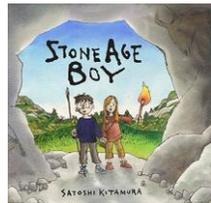
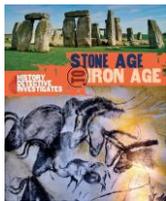
accuracy
explain
punctuation

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

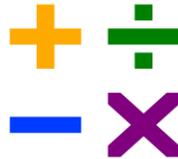
The children will begin learning the place value of each digit in two-digit numbers. This will support the children with being able to confidently partition numbers up to 100. Once pupils are confident with this, we will move onto ordering and comparing numbers up to 100.

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
subtracting



partition numbers.



Adding and
subtracting

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H

Science

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.w.bbc.co.uk/bitesize/topics/zcyycdm/articles/ztwcbqt#zn366g8>

SCAN ME



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

SCAN ME



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H

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 'through the ages' 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://youtube.com/ROBNgVnZc-w>



The Bronze Age for kids <https://youtube.com/PYqHA5C82Xs>

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Computing

Keywords

digital device,
input,
process,
output,
program,

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

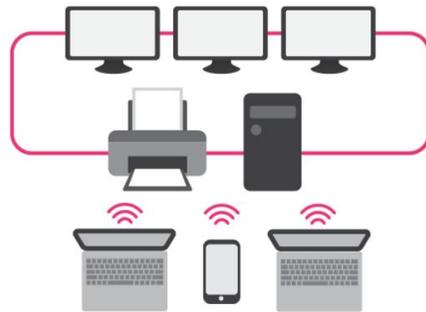
server,
wireless access
point,
cables,
sockets

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/zs7s4wxc/articles/zxx8hpx4>



<https://www.bbc.co.uk/bitesize/topics/zs7s4wxc/articles/z78nydm/#zn4vg7h>



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H

D & T

Keywords

packaging
design
deconstruct
tabs
folds
nets

product
strength
colourful
layering
corrugating
laminating

encapsulating

In school we will be learning

This half term in Design and Technology, the children will be learning about packaging, with the end goal of designing and making their own Christmas toy package. They will begin by exploring the purpose of packaging, considering how it protects products, keeps them strong for transport and display, and appeals to customers through design features such as colour, images and text.

The children will investigate different 3D shapes and nets, taking apart existing packages to see how they are made, before creating and testing their own structures to find out which shapes and strengthening techniques work best.

They will also be introduced to methods such as laminating and corrugating to improve the strength of packaging, and will test their effectiveness through practical investigations. Later in the unit, the children will use computer-aided design (CAD) to plan and decorate their packaging, experimenting with different layouts and designs. Finally, they will make their finished product, applying accurate measurements and the strengthening techniques they have learned to create packaging that is both strong and eye-catching.



At home you can

- **Investigate nets**– Flatten small boxes (like cereal boxes or toothpaste cartons) and look at the shapes that make them up. See if your child can spot tabs, folds and edges.
- **Strength test**– Give your child some scrap paper or card and see how they can make it stronger (e.g. rolling, folding, layering). Test it by putting small objects on top and comparing which method works best.
- **Festive link**– Work together to wrap a gift or design a simple Christmas box, discussing how the shape and decoration make it more exciting and appealing.

Useful websites



Shell
structures -
packaging



Creating a toy
package

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H

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 to keep the pulse when playing the recorder. A big part of playing 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 staff is.

By the end of the half term, we want pupils to develop one's independence and confidence and begin to read a staff 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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H

RE

Keywords

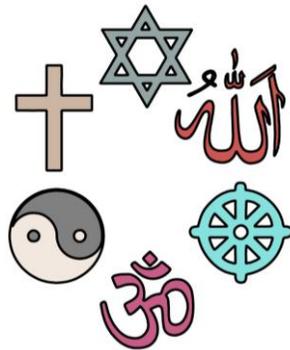
religion
community
compassion
sharing
reflect

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](#)



[sharing with others](#)

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H

PSHE

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

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PE

Keywords

running
Sprinting
pace
stamina
speed

distance
technique
performance
relay
tactics

jogging
Fitness
Collaboration
Team work
Feedback

In school we will be learning

This half term in PE, the children will focus on developing their running skills. They will begin by learning the correct sprinting technique and exploring how to use their bodies to run as fast as possible. As the unit progresses, the children will continue to practise running for speed, applying what they have learned in both individual sprints and team activities.

Later in the unit, the focus will shift towards pacing and running for distance. The children will learn how to control their speed over longer runs and apply the correct techniques to maintain stamina. By the end of the half term, they will have developed their understanding of both sprinting and distance running, applying these skills in different contexts.



At home you can

- **Relay Races:** Use a ball, teddy or rolled-up sock as a baton. Take turns sprinting to a point and back, passing the baton between family members.
- **Short Sprints:** Mark a short distance (e.g. 10–20 metres in the garden, park or hallway) and time your child running it. Encourage them to focus on pumping their arms, keeping their head up and driving their knees high.
- **Steady Pace Game:** Jog together at a speed where you can still talk. Ask your child to try to keep the same pace for a set distance without sprinting or slowing too much.

Useful websites



Tips for sprinting



Running tips

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