

# Heathfield PRIMARY SCHOOL



Curriculum booklet

Year 3

Autumn 1.2

# Writing

## Keywords

informal letter  
formal letter  
fronted adverbials  
conjunctions  
formal language

spelling  
punctuation  
narrative  
similes  
expanded noun phrase

## In school we will be learning

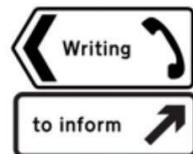
This term in writing, children will build upon the skills they've acquired earlier this year.

They'll concentrate on writing various forms of writing, such as:

- Informal letter
- Formal letter
- Narrative

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
- similes



## 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 phrases



context for writing



expanded noun

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# Reading

## Keywords

retrieval  
inference  
prediction  
summarise  
vocabulary

pace  
scanning  
key words  
tone  
intonation

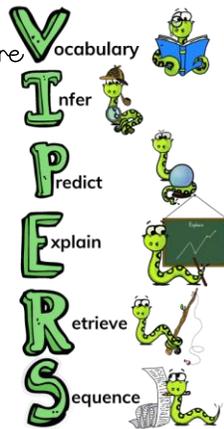
accuracy  
explain  
punctuation

## In school we will be learning

This term, our class will explore a fiction text: *The Boy with a Bronze Axe*.

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 Geography

## Keywords

settle	town	residential	human features
settlement	city	agriculture	physical features
nomadic	aerial	leisure	OS maps
hamlet	photographs	industrial	contour
village	land use	transport	topography

## In school we will be learning

### Settlements and Hills

This term, children will explore what settlements are, how they develop, and how people use the land around them. They will compare different types of settlements such as isolated dwellings, hamlets, villages, towns, and cities, identifying their physical and human features.

Using aerial photographs, pupils will learn about a bird's-eye view and discuss how land is used for agriculture, housing, leisure, industry, and transport. They will also revisit human and physical geography and learn how to use Ordnance Survey maps, keys, and symbols to identify features such as hills and contour lines.

Children will investigate how humans use mountainous areas in the UK, such as Snowdonia, and consider how these landscapes are used for leisure and tourism. To finish, pupils will design their own map of a tourist destination, applying their knowledge of physical features and map symbols.

Throughout the topic, pupils will develop their geographical enquiry skills and deepen their understanding of how people interact with different environments.

## At home you can

- Spot different settlements- when out and about, talk about the places you pass. Is it a town, village, or city? What clues help you decide? You can use [bbc bitesize](#) to look at different settlements.
- Explore maps together: look at a paper map or online map of your local area. Can your child find where you live, their school, nearby landmarks? You can use [google maps](#) for this.
- Use [google earth](#): zoom in to see bird's eye view of your area. What land uses can they spot- fields, roads, houses, parks?

## Useful websites



Settlements



google maps



google earth

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# Computing

## Keywords

animation  
output  
sequencing  
frames  
motion

movement  
stop-motion  
creativity  
playback  
planning

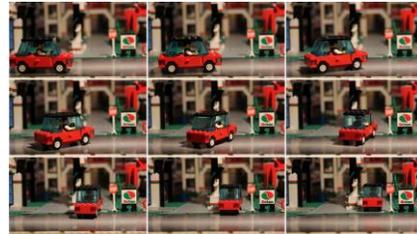
positions  
angles

## 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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# Art

## Keywords

sculpting  
fold  
bend  
manipulate  
shape  
stamping

coiling  
joining  
chiselling  
carving  
texture

## In school we will be learning

Over the next few weeks, the children will be exploring sculpture in art. They will develop their creativity and practical skills by experimenting with different materials, tools, and techniques.

Through these activities, children will:

Use a range of materials to make and shape their own sculptures.

Explore different tools and techniques to see how they can be used to sculpt effectively.

Design their own sculpture, thinking carefully about shape, form, and detail.

Select appropriate tools and methods to create specific shapes, patterns, and textures.

Use the technique of adding materials to build up texture and show expression in their work.

Reflect on their work, reviewing the ideas, methods, and techniques they have used to improve their final piece.

This unit will encourage children to express their ideas in three dimensions and to take pride in creating original and imaginative sculptures.

## At home you can

- Make a statue out of [salt dough](#).
- Have a go at creating artwork using natural items, e.g. leaves, sticks and rocks.
- Using salt dough, have a go at [practising the different skills](#) such as joining, slipping and scoring.

## Useful websites



clay techniques



salt dough

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# 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 continue to use the recorders. We are very lucky to offer each child their own instrumtu to play in music lessons.

Pupils will be reminded start on 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 thi 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

The first useful website builds on this knowledge and gives more information about playing that pupils will learn.

The link to the BBCs 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

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

levels  
counting  
rhythm  
control

expression  
coordination  
movement  
motifs

creativity

## In school we will be learning

This term, the children will be focusing on dance, where they will develop their creativity, expression, coordination, and performance skills. They will start by responding to different stimuli, learning how to sustain characters and add drama and emotion to their movements.

As they progress, they will build on this character work by creating motifs in pairs and executing a wider variety of movements, both individually and in extended sequences with a partner. Children will also extend their dance skills by performing more complex actions and developing their movement vocabulary through advanced dance terms.

Teamwork and collaboration will be key as they work with peers to combine their choreography and bring together a final performance. Dance will help foster confidence, self-expression, and a positive attitude towards performing and working creatively with others.



## At home you can

- To develop your flexibility, do 10 stretches a day: while standing up, touch your toes, keeping your legs straight; claps your hands behind your back and lift your arms; and while kneeling, reach your arms back to hold onto your ankles while trying to keep your legs together.
- Dance in time to the music at home and count the beat of the music e.g. 1, 2, 3, 4, 1, 2, 3, 4

## Useful websites



[Creating an animal dance](#)



[different stretches](#)

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