

Welcome To Year 3

Welcome everyone to Year 3. We look forward to getting to know you all. In Year 3, we have Mr. Renwick (3R) and Mrs Morpeth and Mrs Brown (3BM) as class teachers. (In 3BM, Mrs Morpeth teaches Monday to Wednesday and Mrs Brown teaches Wednesday to Friday). Miss Jeavons is our teaching assistant based in Year 3 Monday, Tuesday, Thursday and Friday mornings. Some pupils may also work with Mrs Natton, who is our learning support assistant, for English, Spelling or Maths.

Our Golden Threads of **Character**, **Ambition** and **Diversity** will continue to be weaved throughout our curriculum, so your child can reach their full potential academically, as well as continuing to develop socially and emotionally.

Year 3 Key Information

The school day begins with a soft start from 8.40am, with registration at 8.50am. Year 3 will finish at 3.25pm. Please collect your child from the year 3 area in the yard, standing behind the fence with the Year 3 sign. **P.E.** PE will be on a Monday and Friday. Monday will be outdoor and Friday indoor. Children should come into school wearing the correct PE kit of a plain white t-shirt and black shorts/ black joggers on these days. Hair needs to be tied up on these days. Please note football kits or patterned clothes are not

allowed. **Reminder, no earrings other than small plastic ones are allowed to be worn or your child will not be able to do PE.**

PPA This will be on a Wednesday and will be covered by the Year 3 staff.

Home Learning

Reading Pupils will bring a school reading book home every day. Please can this be returned daily as the book is used in school. Please comment in Learning with Parents Digital Reading Diary 3 times a week to let us know how your child's reading is getting on. Their book will be changed at least fortnightly. Pupils will also bring home a reading for pleasure book which they can take out and change independently as often as needed.

Spelling Each child will be given spelling homework to complete each week based on the spelling rules taught.

Maths and English Most weeks, homework will be set in their CGP workbook on a Friday to be completed by the following Fri-day. Please ensure homework is returned as we mark as a class each week.

TTRS Each pupil has their own TTRS log in. They will get most benefit from at least 3, 10 minute sessions a week.

Purple Mash Each pupil has a Purple Mash log in and some work may be set to be completed at home.

Reading Plus This will be set up in school and used in lessons 3 times a week. Children can also access this at home. Details to follow.



Year 3 Newsletter

Autumn 2026

How can you help at home?

In Maths, we are working on explaining our thinking, using mathematical words and revising the key concepts covered. So talking through problems and getting your child to tell you how they solved a calculation is an excellent way to support their learning and practice using the precise Maths vocabulary they are using in class.

We would appreciate if you could explore weekly spelling lists with your child at home, by not only discussing the spelling rules, but also the meaning of the words; this will enable the children to learn to use them in context.

The children are also asked to continue to practice their times tables (2, 5, 10, 4 and 8) and read at least 3 times outside school. Please enjoy reading to each other too. We aim to install a lifelong love of reading in all children!

Year 3 Curriculum Coverage

Autumn Term 2026



In Literacy, we will develop our understanding of spoken and written English.

In reading, we will be using Reading Plus which is an online programme tailored to your child's reading ability. You can also use this at home to allow your child to progress further (ideally 3 times per week). We will send login details out once it is all set up.

In writing, we will learn to consider the purpose, structure and shape of texts through our Talk for Writing lessons. We aim to enrich our writing with precise, descriptive detail using expanded noun phrases, adverbial phrases, conjunctions and ambitious language choices to engage the reader. We will learn to include direct speech using inverted commas, using commas in a list and making sure all of our writing is punctuated correctly with capital letters and full stops. We will be studying a range of genres, beginning with a narrative unit called The Stone Trolls followed by a non-chronological report on trolls using features of non-fiction writing like diagrams and sub-headings.

As a mathematician, we will develop our number fluency, reasoning and problem solving skills. We follow a mastery approach which uses varied fluency and use a range of concrete apparatus, pictorial representations and abstract number work.

This term we will be focussing on mental methods for addition and subtraction of single digit numbers to develop a range of efficient strategies to encourage us to be flexible thinkers and to develop firm foundations for key stage 2 Maths. We will be exploring numbers to 1000, looking at ways we can compose 100, counting backwards and forwards in groups of 20, 25, 50 and 10. This work will support our work with measures, converting between cm and m and mm and cm and working out the intervals on scales. We will look at a range of models to represent the same number in lots of different ways and compare numbers using symbols. In geometry, we will be exploring shapes with right angles.

As a Scientist, we will learn about world-renowned male and female scientists (from different multi-cultural backgrounds) from past and present. We will discuss their character traits and explore how they had ambition to succeed. We will explore careers in science and discuss the skills and attributes required. We will be identifying that animals including humans need the right amount and types of nutrition in order to give our bodies energy and to ensure it repairs itself and grows. We will be looking at what a healthy, balanced diet looks like and the impact a poor diet has on our body. We will also be studying the human skeleton, naming the major bones and muscles in our body, explaining how they support, protect and allow us to move.

In Autumn 2, we will be comparing how different objects move over different surfaces and the forces involved that either slow down or speed up the object. We will notice that some forces need contact between two objects, but magnets can act at a distance. We will observe how magnets attract and repel each other and how they attract some materials and not others.

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As Geographers, we will gain a broad understanding of why people live near volcanoes by studying how the earth is constructed. We will discuss where mountains are found and how they are formed by tectonic plates. We will explore where and why we get volcanoes and what the effect of a volcanic eruption are. We will use maps, atlases, globes and digital mapping to discover more about the location of mountains and volcanoes and the positive and negative effects of living near them. We will look at both physical and human geography ranging from climate zones, biomes to types of settlement and economic activity.



Within P.E., we will be developing our skills in handball and rugby. In handball we will be enhancing our passing and catching skills, dribbling skills and our defending skills. We will learn to pass over distances and how to keep the ball under control. All whilst working as a team. We will then build to playing handball games against each other. In rugby we will develop our attacking and defending skills as well as our throwing, catching and agility. In the second half of this term we will move on to dance and fitness units. We will think about movement and linking movement patterns together. The children will enjoy creating and performing routines to express themselves and their feelings. We will talk about the importance of a healthy lifestyle and taking care of our bodies and minds.

Within **R.E. and Worldview** lessons, we will explore the meaning of worldviews and understand that everyone sees and explains the world differently, showing the importance of accepting everyone's opinions and beliefs. We will develop our moral compass by discussing how we know what is right and wrong and how different religions around the world apply their religious guidance in daily life.

As Global Citizens we will be looking at our marvellous selves and how we should be proud of all our achievements. We will contribute towards our class charters, thinking about our rights and how we can be the best versions of ourselves by being resilient, brave, ambitious and keen learners. We will look at ways to look after both our physical and mental health and build up a bank of tools to use. We will also look at our relationships with families and friends.

As Historians, we will begin our KS2 journey through time beginning with our prehistoric topic entitled "Would you prefer to live in the Stone Age, Iron Age or the Bronze Age?". We are using an enquiry based approach where we will focus on a key question each lesson to build up an answer throughout the term to address the overarching topic title. Through this topic we will gain an understanding of chronology, of prehistoric Britain. We will look in detail at the key changes that happened during prehistory as Britain moved from the Stone Age, to the Bronze Age then Iron Age such as settlements, farming, trade, and tool making. We will learn about how archaeologists learn about this time in history and we will study Skara Brae (a significant well-preserved Neolithic settlement on the Orkney Islands). We will learn about primary and secondary sources of information and evidence. We will begin to discuss the limitations of archaeological sources.

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Our study of a **Modern Foreign Language** takes us to China. Our Chinese Lessons are taught by Mr Renwick and a specialist Chinese language teacher provided by the Confucius Institute at Newcastle University. Within the Chinese language, we will be learning Chinese greetings, numbers 1-10 and their characters, the months of the year and talking about birthdays. We will also learn about Chinese culture and festivals.

As Artists, we will be developing our skills in sketching, shading and composition. We will be using various techniques and media to create our own textured art work and sketches. We will look at a range of diverse artists and their styles and techniques and how they may influence our own art. We focus on how to add texture to our art and use nature to help us produce a final piece inspired by botany and Georgia O'Keefe.

As Design Technologists, we will develop, plan and communicate our ideas to design our own seasonal tarts. We will explore where food comes from, how it is imported and exported and what it means when food is 'seasonal'. We will then follow a brief from a restaurant owner to design, create and evaluate our own tarts. This topic includes taste testing, as well as enhancing our chopping and cutting skills and learning how to be safe in a kitchen.



As Musicians this Autumn, we will be widening our understanding of pulse, rhythm, musical notation and musical patterns by learning to play the ukulele. We will learn to play as an ensemble using simple fun songs that build in their complexity.

The aim is to inspire children to pursue their own musical interests outside of school and also take advantage of the opportunities we have in the Junior School to take formal lessons. We hope our class music lessons and weekly whole-school singing assemblies will expose children to a range of musical genres that they can share, enjoy and learn from.

In Computing, we will be discussing how to stay safe online and the ways we can report unacceptable content. We will follow the SMART rules to make sure we act respectfully at all times when online to ensure we are always safe and happy and show good character. In Autumn 1, we will be looking at how spreadsheet programs can automatically create graphs from data. We will introduce the 'spin' tool on 2Create to show how it can be used to count through times tables. In Autumn 2 we will challenge the children to develop their understanding of digital devices, with an initial focus on inputs, processes and outputs. We will compare digital and non-digital devices, before introducing computer networks that include network infrastructure devices like routers and switches.