

Curriculum Information Year 3

Autumn 2026



Hello everyone,

I hope you all had a relaxing and refreshing summer! A huge welcome to Year 3. It's wonderful to have the children back and ready for a new school year. I'm really excited about the year ahead and can't wait to begin the Year 3 journey with them!

Over the coming term, we have so many engaging and exciting learning opportunities planned. From creative projects and hands-on activities to developing key skills in reading, writing, maths and the wider curriculum, there will be plenty of opportunities for the children to explore, grow and flourish as they begin their journey through Key Stage 2.

Below, you'll find details of our curriculum for this term, along with suggestions and ideas for how you can support your child's learning at home.

Maths

Place Value

- Representing numbers to 100
- Partitioning numbers
- Comparing numbers to 100
- Counting in 50s
- Ordering to 1000

Addition and Subtraction

- Add and subtract 1, 10 and 100
- Add and subtract 1 across a 10
- Add and subtract 10s across 100
- Add 2 digit and 3 digit numbers

Division

- Finding equal groups
- Using arrays
- Multiples of 2, 5 and 10s
- Multiply and Divide by 3
- Multiply and Divide by 4
- Multiple and Divide by 8

We will continue to use 'Flashback Four' and our 'Daily Drilling' to recap, consolidate and further develop our four operations and previously learned work. This will be completed each morning as part of the children's "morning job"

TT Rockstars can be accessed at home and it's a great tool to use to further support your child's learning. Your log in can be found in your child's journal.

English

Spelling Strategies.

- Words ending in -sure
- Words ending in -ture
- Words with the prefix re and dis and mis
- Alternative sounds.

Grammar and Punctuation.

- Use of adverbs
- Use of prepositions
- Use of different punctuation (. , ! ?)

Writing

- To write a set of instructions
- To write a Diary entry
- To write a setting description
- To write a persuasive letter

Reading

- To read a range of texts including non-fiction texts.
- To begin to develop retrieval and inference skills.

We will continue to use Spelling Shed to practise and consolidate our spelling of current and previous spelling rules. New spellings will be given on a Tuesday and will be discreetly tested in a variety of ways each Monday. I will send out the new spellings to practise at home each week but Edshed is available from home too.

Science

Our science units for the Autumn term are listed below:

Autumn 1: Animals including Humans

Big Question: Are all living things the same?

- Explore the 5 key food groups
- Learn about the nutrition in the food we eat
- Learn about the different types of skeleton
- Learn about the human skeleton
- Learn about animals and their skeletons
- Explore the role of muscles

Autumn 2: Forces and Magnets

Big Question: How can we reduce our food waste?

- What are non contact and contact forces?
- Investigate how things move on different surfaces
- Explore different types of magnets
- Explore everyday objects that are magnets
- Understand that magnetic forces can act at a distance
- Explore the everyday uses of magnets

History

The Tudors:

Big Question - What was life like in Tudor times?

- Explore and compare how life has changed from Tudor times
- Place events on a timeline
- Compare artifacts from a period of time
- Find out about everyday lives of people in time studied
- Explore Henry VIII and his wives.

Geography

The Amazon

Big Question: How is the environment changing in the Amazon?

- Debate deforestation using conscience alley.
- Use maps, photographs and pictures to make comparisons contrast locations.
- Locate the countries that the Amazon rainforest (or similar) traverses. Identify the position and significance of the Equator

Art/DT

Sketching

Big Question: What hidden details can I observe in things around me?

- Use different media to achieve variations in line, texture, tone, colour, shape and pattern
- Learn specific drawing techniques including: hatching, cross-hatching, stippling and blending
- Experiment with different grades of pencil and other implements

CAD (computer aided design)

Big Question: How can we use CAD to create fun and effective game pieces for our board game?

- To design using a computer aided programme
- to program, monitor and control their products.
- Create a design sheet including commands for your product

MFL (Spanish)

- Greetings, introductions and conversation
- Hello
- About me
- Numbers 1-10
- Age
- Nationalities
- Celebrations (Christmas)

Language nut can be accessed from home to further support your child's learning. Your child's log in can be found in their journal.

Music

- “I’ve been to Harlem” studying the skill of Ostinato and pentatonic
- Compose a pentatonic ostinato.
- “Chilled out clap rap” studying the skill of Rhythm
- Compose a 4-beat rhythm pattern to play during instrumental sections of a song.

PSHE

Me and My relationships

- Cooperation & Friendships

Valuing difference

- Recognising and respecting diversity
- Being respectful and tolerant

****Please see knowledge organisers for more detail****

PE

Ball skills

- To develop tracking and catching skills
- To develop tracking and throwing skills
- To develop tracking and kicking skills
- To apply sending and receiving skills in games.
- To develop dribbling skills with hands and feet

Dance

- To create actions to move in contact with a partner or interact with a partner.
- To remember, repeat and create actions to represent an idea.
- To use choreographing ideas to develop our dance
- To understand and use formations

RE

Big Question Autumn 1: How do ancient stories influence modern celebrations?

Big Question Autumn 2: What faiths and beliefs can be found in our community?

Computing

Computing systems and networks—connecting computers

Creating media—Stop Frame

Online Safety

Self image and identity

Online relationships and keeping safe

Homework

Reading - It is incredibly beneficial for children to read at home for 10 minutes at least 4 times a week - this should be signed in their reading journal by an adult. We would really appreciate it if you could make sure your child’s reading book is in school every day. Books will be changed weekly or when required (if longer is needed) Library visits will happen every **Monday**.

Spelling – The children have become confident with Spelling Shed, and this will continue, with spelling tests being carried out on a Monday and new spellings being provided on a Tuesday

Maths – The children have their TT Rockstars login and are encouraged to access this regularly at home to become fluent with their timetables.

PE DAYS - PE will be on Tuesdays and Wednesdays. Please ensure your child is in PE kit on these days.

Extra Information - Parents evening and Parents events dates will be released shortly. Keep an eye out for those

If you have any questions or need any support with anything my emails are always open! Please feel free to email year3@hardenprimaryacademy.co.uk

Knowledge Organiser



Year 3 - Me and My Relationships

Key questions

Cooperation

Can people disagree and still be friends?

Do people need to accept the views of others? Why?

How can arguments and disputes be settled?

Friendships

What do I do to be a good friend?

How can I make up with a friend if we have fallen out?

What different ideas can I suggest to friends who have fallen out?

How can I help others to sort out their argument?

Key vocabulary

apologise respect disagree
responsibility calm disputes
arguments feelings persuade
friendship opinions listening
family friendship falling out
special people

I can ...

I can usually accept the views of others and understand that we don't always agree with each other.

I can give you lots of ideas about what I do to be a good friend and tell you some different ideas for how I make up with a friend if we've fallen out.

Knowledge Organiser



Year 3 - Valuing Difference

Key questions

Recognising and Respecting Diversity

Are all families the same? If not, how are they different?

What is good about having different community groups? Why?

What is prejudice?

Where does prejudice come from?

Can prejudice be challenged?

How?

Being Respectful and Tolerant

Are tolerance and respect the same? Do we need both?

Do we have respect and tolerance in our classroom? What does it do?

Have you shown respect and tolerance at any time? How and Why?

Has anyone shown you respect and tolerance? How did it make you feel?

Key vocabulary

family different

name calling prejudice

tolerance community

strangers bullying differences

belonging respect

identity families similarities

I can ...

I can give examples of different community groups and what is good about having different groups.

I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.