Christ Church CE Primary School
CURRICULUM NEWSLETTER

Year 3
Autumn 2 2026

This half term, your child will be covering the following curriculum areas:

English - Writing

Children will learn to:

- Use higher level vocabulary to interest the reader.
- Use a range of punctuation including commas after a fronted adverbial, question mark and apostrophes.
- Build on their work from Autumn one of grouping sentences of a similar theme together to write paragraphs.
- Use the book 'Bone Girl Stone Girl' as the stimulus for writing a Biography of Mary Anning's life.

English – Reading

This half term, we will be reading *Stone Age Beasts*, an 'Awesome Introduction to Prehistory's Biggest Beasts', an extract from *Rocks and Fossils*. Through these texts, children will work on the following reading objectives:

- Develop comprehension by applying key reading skills.
- Read fluently with expression and clear intonation.
- Practise summarising main ideas from texts.
- Strengthen their ability to use evidence from texts to support answers, including direct quotes where relevant.
- Broaden their vocabulary with topic-related words such as: *palaeontologist*, *crust*, *landscape*, *fossils*, *preserved*, *formation*, *classification*, *fuels*, and *compressed*.
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Mathematics

Children will learn to:

- Extend their knowledge of the numbers 100-199 to include all three-digit numbers
- Develop a sense of the size of three-digit numbers, based on both cardinal and ordinal representations, including the relative size of different three-digit numbers
- Apply knowledge of place value and additive composition to calculation (e.g. 582 = 500 + 80 + 2, 423 = 400 + 23)
- Explore the multiplicative composition of three-digit multiples of ten (for example, 320 = 32 tens; 320 = 32 x 10)
- Apply known facts and strategies to additive calculations with three-digit numbers
- Practise counting in multiples of 2, 5, 10, 20, 25, 50 and 100.
- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
- Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.
- Solve problems, including missing number problems, involving multiplication and division.

Religious Education –
Children will learn to:

- *Reflect on the concept of remembrance and its impact on people's thoughts and actions.*
- *Understand the importance of remembering the past to promote peace for the future.*
- *Consider what peace means personally, whether from a faith perspective or not, and the significance of standing up for peace.*

We will then consider the following questions:

- *How do we find peace?*
- *Why did God send the Prince of Peace to the world?*
- *What can I learn from the Bible about peace and justice?*
- *How do Christians today live out peace?*
- *Is it a challenge for all communities to live with peace and justice?*

Science – Rocks and Soils
Children will learn to:

- *Compare and group different types of rocks on the basis of appearance and simple physical properties*
- *Ask relevant questions and use different types of scientific enquiry to answer them*
- *Make systematic and careful observations.*
- *Record findings using simple scientific language, drawings and labelled diagrams.*
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Computing
Children will learn to:

- *Use a range of techniques to create a stop-frame animation using tablets*
- *Apply those skills to create a story-based animation*
- *Add other types of media to their animation, such as music and text.*
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Geography – Extreme Earth
Children will learn:

- <u>Locational Knowledge:</u>
  To locate the world's countries, using maps to focus on key physical and human characteristics.
- *To use an atlas to locate volcanoes and locations of earthquakes and describe the position of the Pacific Ocean, mountain chains*

- <u>Human and Physical Geography:</u>
  To describe and understand key aspects of physical geography, including mountains, volcanoes, volcanic eruption and earthquakes,
- *To describe and understand key aspects of human geography including types of settlement and land use.*
- *To understand the distribution of earthquakes and volcanoes follow a pattern*
- *Will be introduced to plate tectonics*
- *About the 'Pacific Ring of Fire'*

<u>Geographical Skills and Fieldwork:</u>

- *Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied*
- *Understand and use a widening range of geographical terms e.g. specific topic vocab.*

- Communicate findings in a variety of ways.
- Ask and respond to geographical questions.
- Recognise that different people hold different views about an issue and begin to understand some of the reasons why.
- Give reasons why physical processes can cause hazards to people, e.g. flooding, earthquakes.
- Describe some advantages and disadvantages of living in hazard-prone areas.

PSHE – Story Project

We will use the story 'Ruby's Worry by Tom Percival to explore the following themes:

- I can explain that everyone experiences 'worries', but I need to get help if these become overwhelming. I can explain where I can get help or advice
- I can explain what to do if I can't ask my family or friends for help and what to do if it is someone in my family or one of my friends who is making me feel unsafe or unhappy
- I can describe some of the physical signs of worry and I can explain what I should do if I am having lots of physical problems
- I can describe some simple self-care techniques I can use when I am feeling worried
- I can explain how children sometimes feel lonely and what children can do if they feel that way

Design & Technology – Mechanical Systems: Pneumatics

Children will learn to:

Designing

- Generate realistic and appropriate ideas and their own design criteria through discussion, focusing on the needs of the user.
- Use annotated sketches and prototypes to develop, model and communicate ideas.

Making

- Order the main stages of making.
- Select from and use appropriate tools with some accuracy to cut and join materials and components such as tubing, syringes and balloons.
- Select from and use finishing techniques suitable for the product they are creating.

Evaluating

- Investigate and analyse books, videos and products with pneumatic mechanisms.
- Evaluate their own products and ideas against criteria and user needs, as they design and make.

Technical knowledge and understanding

- Understand and use pneumatic mechanisms.

Know and use technical vocabulary relevant to the project.

Physical Education – Swimming

Children will be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- Perform safe self-rescue in different water-based situations

Physical Education – Fitness

Children will be taught to

- Understand how balance helps us in everyday life.
- Understand how co-ordination helps us in everyday life.
- Understand how strength helps us in everyday life.
- Understand how speed helps us in everyday life.

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<td>3 Servals class will need to arrive in school at 8:30am on Tuesdays during our swimming lesson period.</td>
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Understand how agility helps us in everyday life.
Understand how stamina helps us in everyday life.
To work safely with others.
To persevere when a challenge is hard.

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<td>Music –
Children will learn to:

Verbalise how the music makes them feel.
Create actions or movements appropriate to each section of a piece of music.
Play in time and with an awareness of other pupils' parts, giving some thought to dynamics.
Play melodies and rhythms which represent the section of animation they are accompanying.

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<td>French –
Children will learn to:

find France on a map and be able to recall at least 1 Francophone country.
use key greetings.
ask and answer the question 'How are you?' in French.
ask and answer the question 'What is your name?' in French.
Recognise, recall and spell numbers to 10 in French.
read, write, say and recognise 10 colours in French.

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<td colspan="2">Other notices

Please ensure that PE kits adhere to the school uniform policy.
Correct school uniform should be worn at all times.
Please ensure that your child has a named water bottle in school each day.
Reminder that classroom doors open at 8:40am and children must be in their classroom ready to start learning at 8:50am.
Should you have any questions, please speak to your class teacher at the beginning or end of the day or contact the School Office on office@ccp.rbksch.org

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