

Children are expected to read at home daily. Please send reading logs in on a Monday. We will keep them in school and return them on Wednesday. TRIP PLANNED: Tuesday 29th September to London Zoo and Thursday 1st October to The British Library for a workshop on Making Books. PE is on Fridays. Library is on Tuesday.

English - Writing



Our writing focus will be to entertain. We will be writing a detailed alternative ending to the Iron Man to entertain our reader

We will then look at free verse poetry by Michael Rosen and Kit Wright and identify its features, before writing our own free verse poem based on a cherished object.

English - Reading

This Term's Whole Class Text: The Iron Man by Ted Hughes



Retrieving and recording information from a text
Deciding if statements about a text are true or false.
Using inference to gain additional information about a character's thoughts and feelings from their actions and speech.
Making predictions.
Evaluating a character.
Summarising part of a text.

Maths

- Addition of three addends, (associative and commutative laws, identifying two addends that make 10). Addition of two addends bridging the 10s boundary.
- Subtracting across the 10s boundary - *through* or *from* ten.
- Using known strategies for addition and subtraction across the 10s boundary, combined with unitising to count and calculate across the 100s boundary in multiples of 10.
- Counting and calculating across the 100s boundary.
- 3-digit numbers can be composed additively from 100s, 10s and 1s - using this structure to support addition.

Each number on the 0-1,000 number line has a unique position. The smallest 3-digit number is 100, the largest is 999

Science

Movement and Nutrition

Studying the human skeleton, children identify key bones and compare them to other animals explaining the role within the body. They explore how changes in muscles result in movement and the implications these discoveries have in the scientific development of prosthetic limbs. They study how energy is used by the body, what constitutes a balanced diet in humans and how research contributes to nutritionist expertise.

Geography - Rivers



We will start by exploring the River Indus - its location, course and its dams. Then we will turn our attention to the water cycle and how rivers get their water; discover how a river changes as it flows from its source to the sea; and meet Britain's longest river. We will finish by looking at how rivers, land and people affect each other.

Religious Education

We will explore what meaning the story of Rama and Sita hold for Hindus.



PE

PE lessons will take place every Friday . This half term our focus is gymnastics where children will continue to develop:

- Movement skills
- Working as a team; and
- Co-ordination and body balance

Barn Croft Primary School

Autumn 1 2026- 27

Year 3 Curriculum Newsletter

PSHE/RHE

We will have circle times as we build Team Squirrel. We will learn about the importance of rights and responsibilities.



Computing - Connecting Computers

Learners 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, learners will be introduced to computer networks, including devices that make up a network's infrastructure, such as wireless access points and switches. Finally, learners will discover the benefits of connecting devices in a network.

French

We will learn how to do at : French greetings
My name is...
How are you?



History -Ancient Egypt

We will meet Howard Carter and make a great discovery with him and then explore different aspects of Ancient Egyptian life: how people lived; how Egypt changed over time; what Ancient Egyptians believed; how they wrote. We will then ask whether finds from Ancient Egypt should have been brought to Britain.

Art and Design

Making loose, gestural drawings with charcoal, and exploring drama and performance.

When we draw, we can use gestural marks to make work.

When we draw, we can use the expressive marks we make to create a sense of drama.

When we draw, we can move around.

When we draw, we can use light to make our subject matter more dramatic, and we can use the qualities of the material (charcoal) to capture the drama.