



YEAR 3 – AUTUMN TERM 2026

Cultural Capital

- Broader understanding of the world.
 - Vocabulary
 - Cultural experiences
 - Personal skills



Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education. Our cultural capital helps form our understanding, knowledge, experiences, thoughts and opinions. It helps us achieve goals, be successful, try different things and share our experiences with others.

Spirituality

We work together to encourage everyone to develop the 4 concepts of spirituality: self, others, world and beauty and beyond.

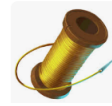


Encounter - Learning about life

Reflection - Learning from life

Respond - Putting into action what we believe

Golden Threads



- Sustainability
- Diversity
- Religion

Substantive concepts, or golden threads of sustainability, diversity and religion will weave throughout the curriculum.

British Values



- Democracy
- Rule of Law
- Individual liberty
- Tolerance of different faiths and beliefs
- Mutual respect

We want our children to become responsible, active citizens who participate in democracy and public life with respect for diversity and a commitment to working towards greater community cohesion. Through engaging lessons, challenge and appropriate activities, we can give them a better understanding of themselves and others in the 'community of communities' in which they live. Children will develop their understanding of British values

ENGLISH

Reading: we will continue to read a wide variety of texts in whole class reading and reading comprehension. This includes, poetry, non fiction, song lyrics and classic fiction books. We will build on using the text as evidence for retrieval and explanation. We start to infer characters' feelings, thoughts and motives from their actions.

Writing: Our first piece of writing will be based on *The True Story of the Three Little Pigs*, looking at how a familiar traditional tale can be retold from a different character's point of view. They will develop their vocabulary and sentence structure as they plan and write their own version of the story, using descriptive language, precise verbs, conjunctions and dialogue to bring their writing to life. Children will also consider how the same events can be presented differently depending on who is telling the story, before producing their own creative narrative. Our second piece of writing will be poetry, looking at a poem about the seasons, entitled 'Autumn is here'. We will learn about and use a range of poetic devices in our writing, such as: personification, metaphors, careful choice of adjectives to describe, increasingly precise verb and adverb choices, alliteration using verbs, verbs for sounds including onomatopoeia, senses description, feelings descriptions and how to use powerful verbs. Our final piece of writing will be a seasonal story about winter where we will practise using: paragraphs to structure our writing, powerful verb choices, adjectives, repetition, precise verbs, writing complex sentences, speech punctuation and dialogue, time adverbial sentence starters and synonyms.

Spellings: In spelling we will be looking at a range of different spelling patterns and rules including continuing to learn 3 /4 common exception words. Some of the spelling patterns include: 'tion' words, homophones, prefixes, suffixes and plurals.

Personal skills, internet safety in WCR.



Mutual respect linked to WCR texts.

MATHS

Place Value

- Represent numbers to 100
- Partition numbers to 100
- Number line to 100
- Hundreds
- Represent numbers to 1000
- Partition numbers to 1000
- Flexible partitioning of numbers to 1000
- Find 1, 10 or 100 more or less
- Number line to 1000
- Estimate on a number line to 1000
- Compare numbers to 1000
- Order numbers to 1000
- Count in 50s

Addition and Subtraction

- Apply number bonds within 10
- Add and subtract 1s
- Add and subtract 10s
- Add and subtract 100s
- Patterns
- Add 1s across a 10
- Add 10s across a 100

- Make connections
- Add two numbers (no exchange)
- Subtract two numbers (no exchange)
- Add two numbers (across a 10)
- Add two numbers (across a 100)
- Subtract two numbers (across a 10)
- Subtract two numbers (across a 100)
- Add 2 digit and 3 digit numbers
- Subtract a 2-digit number from a 3-digit number
- Complements to 100
- Estimation and inverse operations

Multiplication and division

- Equal groups
- Arrays
- Multiples of 2, 5, 10
- Sharing and grouping
- Multiplying and dividing by 3, 4, 8
- 3x table, 4x, 8x



Personal skills- Relating maths to real life mathematical scenarios.

SCIENCE

Forces and Magnets- We will compare how things move on different surfaces, explore how magnets attract or repel each other and how they attract some materials and not others.

Materials- We will compare and group together different kinds of rocks and describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock.

Plants- We will identify and describe the functions of different parts of flowering plants and explore the requirements for life and growth and how they vary.

Light- We will identify that animals including humans, need the right types and amounts of nutrition and that humans and some animals have skeletons.



Broader understanding of the world- understanding how forces, plants and materials work that we are surrounded by everyday.

RE

In RE, we will explore what it is like for someone to follow God. They will learn about people in the Old Testament, including Noah and Abraham, and consider how they showed trust and faith in God. Children will explore the meaning of promises and covenants, making links to promises made in Christian weddings. They will also think about why following God may sometimes be challenging and how Christians today try to live out their faith through their choices, actions and relationships.

Religion, Christianity links to the old testament (Spring 1)



Mutual respect and tolerance of other faiths and religions



PSHE

Me and my relationships:

In the first half term, we will be looking at rules and explore why rules are different for different age groups, in particular for internet-based activities. We will explain some of the feelings someone might have when they lose something important to them and understand that these feelings are normal and a way of dealing with these tricky situations.

Valuing difference:

In the second half term, we will be exploring the characteristics of family life and celebrating the differences we have. We will discuss the importance of having a family and friends. Children will identify the communities they belong to and the benefits of being part of a community in relation to our mental health and wellbeing. We explore diversity through the story of 'The Ugly Duckling' by Hans Christian Anderson.

In PSHE we strive to have broader understanding of the world, Vocabulary, cultural experiences and gain personal skills



We gain knowledge of democracy, rule of Law, Individual liberty, tolerance of different faiths and beliefs and a shared mutual respect.



- Diversity- to understand difference and similarities.



ART

Gestural Drawing with Charcoal

We will explore how to make drawings that capture a sense of drama or performance using charcoal

Artists: Heather Hansen, Laura McKendry, Edgar Degas

knowledge, experiences, thoughts and opinions of artists work and then their own finished art work.



DT

Mechanical Systems- Pneumatics

Investigate mechanisms and develop products that use air to make them work.



Sustainability – reuse packaging.

Learning about life – designing a toy for those less fortunate.



Modern Foreign languages

We will introduce basic conversation to meet and greet. Use Spanish songs to consolidate new vocabulary and begin to create and use a glossary to record words and phrases.



Intercultural understanding – learning about Spanish culture.

COMPUTING

Connecting Computers and Stop Frame Animation

We will look at the use of inputs and outputs and create animations.

Personal Skills, life skills of using a computer.



MUSIC

Writing Music Down and creating Ballads

We will be looking at formal notation, copying, improvising and creating rhythmic patterns and using appropriate musical language to describe and discuss the music.

HISTORY

What changed from Stone Age to Iron Age or when would you prefer to live: Stone Age, Bronze Age or Iron Age?

- Understand that the old stone age is misrepresented
 - Compare different periods of time using evidence
- Use evidence to say how people lived during the Stone Age
 - Explain why people lived as hunter gatherers
 - Identify what life was like
 - Compare Palaeolithic, Mesolithic and Neolithic ages
 - Explain why archaeology is important
- Realise that our understanding is changing as new archaeological evidence is found.
- Use artefacts to understand how people lived
- Use artefacts to explain what the Bronze Age was
- Explain how settlements and the landscape had changed by the Iron Age
- Explain why our understanding of prehistory is constantly changing due to archaeological evidence
- Think critically, weigh evidence and develop my own perspective and judgement on pre history

*Sustainability in terms of how life has changed over time
Broader understanding of the world- history*

PE

Athletics and Gymnastics

In athletics, children will develop their running, jumping and throwing techniques. Children will think about how to achieve their personal best.

In gymnastics, children will develop balancing, rolling, and jumping skills. They will combine these to create sequences.

Personal skills that include sports and team work and cooperation.

