



Year 3 Curriculum Letter - Autumn 2 2025

Dear Parents and Carers,

Welcome to the new half term. We hope the children enjoyed their break. What a fantastic start it has been to year 3. Thank you for beginning the year with such positivity, enthusiasm and engagement. This half term we are starting a new history topic 'The Stone Age' and will be learning about 'Rocks' for science.

In the past, many parents have, requested links to the topic where they can support their child in the learning going on in school. These are purely **optional**.

	Curriculum covered this half-term	Optional Suggestions for home learning:
English	Spelling: Words from the national curriculum statutory word bank. Prefixes: mis- & dis- Suffixes: 'er' & 'ed' Words with the digraph 'ai' and the tetragraph 'aigh' Words with the digraph 'ei' and tetragraph 'eigh' Writing: Pebble in my Pocket by Meredith Hooper This is a non-fiction book. -Poetry -Writing an explanation text about how sedimentary rock is formed. We'll then discuss what an 'explanation text' is i.e. science book texts, technical manual for a cars/washing machine, parts of non-fiction books, question and answer leaflets etc. We'll look at the features of texts such as title, opening sentence, clear, simple points and technical words. Ultimately the children will be writing their own explanation text on how sedimentary rock is formed. Reading: Whole class shared reading using comprehension skills: asking questions, summarising, predicting, inference, making connections and understanding author's style and presentation. Handwriting: Continue to follow Nelson Handwriting scheme focussing on	Year 3 Spelling Word Bank: Page 16 from link below-The national curriculum in England - English Appendix 1: Spelling (publishing.service.gov.uk) Spelling Shed: Spelling lists assigned weekly as part of Home Learning. Supporting your child in reading: Many parents raised the issue of finding the right book to support your child. This website provides you with many ideas and book reviews. You may look through this with your child. Recommended Reading Lists For Schools, Book Extracts and Book Reviews LoveReading4Schools In addition to handwriting - touch typing. We would highly recommend Learn Touch Typing Free - TypingClub



	consistent joining, presentation and fluency. Grammar: Capital letters and full stops. Distinguish between exclamations and statements Compound sentences with the co ordinating conjunctions yet, or, so Prepositional phrases that begin a compound sentence	
Maths	Addition and Subtraction- using the column method. Multiplication and division - using the 2, 3, 4, 5 and 8 times tables. Children gain a solid understanding of the relationship between multiplication and division. We use the terminology 'inverse' meaning 'opposite' i.e. multiplication is the inverse of division. Children use a variety of practical resources and pictorial representations to help them understand what they are doing. These representations can then be used to help reason and solve problems.	Daily practice of times tables. Little and often is best. 5 minutes on the walk to or from school will work wonders for their memory! Quick recall of the 2, 3, 4, 5, 6 and 8 times tables will aid your child's progress in maths a huge amount in Year 3. Times Table Rockstars is great for this. If you don't have a login, please let your class teacher know. There are also online games to help with these: https://www.topmarks.co.uk/maths-games/hit-the-button https://www.bbc.co.uk/bitesize/topics/zd2f7nb/articles/zn2y7nb You can also find these links in your classroom on Teams on the dropdown menu at the top.
Science	Rocks • Different types of rocks and how they are formed. • Fossils and how they are formed. • Scientist profile: Mary Anning. • Different types of soil.	BBC Bitesize KS2 Rocks, Fossils and Soil https://www.bbc.co.uk/bitesize/topics/z9bbkqt About Mary Anning. https://www.bbc.co.uk/bitesize/topics/zd8fv9g/articles/zn2y7nb

Computing	Creating media: We will be looking at how to make animations. Online safety	
History	The Stone Age This term we will be understanding what archaeologists do, use and make a timeline to understand where in history the Stone age was, compare palaeolithic and neolithic buildings, investigate the impact of settlements and compare everyday life in the Stone Age and modern age.	The Stone Age – Years 3/4 and P4/5 History Collection - Home Learning with BBC Bitesize - BBC Bitesize Recommendations for family trips: -See 7 million years of Human Evolution at The Natural History Museum. -Discover London's amazing Stone Age past at The Museum of London. -Become museum explorers at The British Museum. -Stonehenge - The ultimate Stone age day trip.



PE	Gymnastics and Tag Rugby	
DT	Framed structures What makes a bridge strong? - Identifying features of bridges. - Exploring ways to stabilise a simple structure. - Introducing a design and make challenge. - Identifying ways to stabilise a structure Application of skills Evaluation and adaptation.	If you come across bridges with your child have a discussion about what type of bridge it could be and what makes it strong. What structural changes do you think have the architects/engineers made to increase its stability?
PSHE	Valuing differences. We will be looking at the learning questions: <i>What is respect?</i> <i>What are the different types of family?</i> <i>What different communities do you belong to?</i> <i>What are the similarities between different groups of people?</i> <i>What strategies could you use to deal with bullying?</i> <i>Why do people have prejudice views?</i>	Talk to your child about what bullying is and what it means to be a witness to bullying. Talk to your child about hurtful words and how they impact other people.
RE	Christianity Learning is based around a key question: <u>Has Christmas lost its true meaning?</u> We look at how the children celebrate Christmas (or what they do in the holidays if they do not celebrate Christmas) and how this might compare to the Nativity story and the beliefs and practices a Christian child at this time of year.	Talk to your family about different beliefs and religions. Discuss whether your child feels Christmas has lost its true meaning (there is no 'correct' answer!)
Music	We will continue to learn percussion.	
Mandarin	Animals	
Trips	Rock Workshop Christmas trip	

We look forward to a happy and successful term with the children.

With best wishes
Ms Abdalla & Ms Depala