

Year 3 Curriculum Information Autumn 2 2025

English

Fiction: **The BFG** by Roald Dahl

- ☐ To read a selection of first person narratives
- ☐ To identify the features of a first person narrative
- ☐ To know what a good first person narrative looks like
- ☐ To plan a first person narrative based on the BFG
- ☐ To retell a story in the first person (Sophie's perspective)

Non-Fiction: **Discussion text**- *Should all giants be banned from the human world?*

- ☐ To read a selection of different discussion texts
- ☐ To identify the features of a discussion text
- ☐ To know what a good discussion text looks like
- ☐ To plan a discussion text based on the BFG
- ☐ To write a discussion text (Should all giants be banned from the human world?)

Punctuation and Grammar

- ☐ First person vocabulary
- ☐ Formal tone
- ☐ Use of conjunctions 'when', 'so' and 'because'
- ☐ Use of adverb 'therefore'
- ☐ Use of preposition 'because of'

Spelling – Spelling shed

- ☐ Words with a prefix - re
- ☐ Words with a prefix –dis
- ☐ Words with a prefix – mis
- ☐ Words with – ing, -er and ed
- ☐ Challenge words for Year 3
- ☐ Words with the digraph 'ai' and tetragraph 'aigh'

Maths

Addition and Subtraction

- ☐ Add and subtract 2 numbers (across 10 & across 100)
- ☐ Add and subtract 2 digit and 3 digit numbers
- ☐ Compliment numbers to 100
- ☐ Estimate numbers within 1000
- ☐ Inverse operations

Multiplication and Division

- Multiplication - equals/Use arrays
- Multiples of 2/Multiples of 5 and 10
- Sharing and grouping
- Multiply by 3/Divide by 3/The 3 times-table
- Multiply by 4/Divide by 4/The 4 times-table
- Multiply by 8/Divide by 8
- The 8 times-tables/The 2, 4 and 8 times-tables

Science – Animals including Humans: Food and our bodies

- To identify that animals, including humans, need the right types and amount of nutrition and that they cannot make their own food: they get nutrition from what they eat.
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- Children will work scientifically on a variety of quick challenges and longer tasks to learn about food and their bodies. This topic looks at where animals get their food from and why it is important, and skeletons, muscles and joints.

History – The Stone Age

- ☐ To know and understand the history of these islands (the UK) as a coherent, chronological narrative, from the earliest times to the present day
- ☐ To understand historical concepts such as continuity and change
- ☐ To understand the methods of historical enquiry
- ☐ To understand changes in Britain from the Stone Age to the Iron Age.

RE

How do family life and festivals show what matters to Jewish people?

- ☐ In this unit, children will explore Judaism and learn how Jewish people show their beliefs through worship in festivals
- ☐ Identify and name examples of what Jewish people have and do in their families to show their faith
- ☐ Retell some stories behind festivals e.g. Yom Kippur, Pesach
- ☐ Describe how Jewish people show their beliefs through worship in festivals, both at home and in wider communities
- ☐ Explore and suggest ideas about what is worth celebrating and remembering for Jewish people, and in pupils' own lives

PSHE – Celebrating differences

They will learn about:

- How all families are different
- The differences in my own family
- What to do if I witness bullying
- Words that can cause harm to others
- How my words might affect someone's feelings

Computing – iProgram

This unit of work introduces the children to a visual programming language. They will learn:

- To understand what a program is
- To program an animation
- To move an animation using coordinates
- To program a sequence of instructions
- To import, create and record sounds
- To predict the outcome of a simple algorithm
- To combine, images, sound and animations to create a personal animatio

Design and Technology – Textiles

2D to 3D products - Using past products, children will understand how a product is designed, made, tested and then evaluated in order to create a festive hanging fabric decoration

PE – Agility, Balance, coordination

The 'agility, balance and coordinate' unit looks to develop pupils' understanding of the ability to coordinate movements linked with good balance and the ability to move quickly. The skills that will be learnt are all linked to handball where children will learn to coordinate within teams mastering their agility of this exciting game.

- ☐ Watch
- ☐ Move
- ☐ Connect
- ☐ Equipment (linked to handball)

Music – Glockenspiels 'Mixed styles' (Trafford music service - Mr Sandiford)

Children will learn how to begin to play a simple instrument where they will need to master the skills of rhythm, pulse and beat. Playing both solo and group compositions, they will begin to form melodies and follow notational music.

Spanish - Everyday life Culture: Everyday life in Spain:

- Basic word classes
- Numbers 0 – 10
- Simple greetings
- Classroom phrases and instructions
- Basic colours
- Words & phrases to be polite
- Asking and giving name
- Simple conjunctions
- Some nouns (animals)
- Some alphabet letters

Home Learning Opportunities

- ☐ Homework will continue to be set every **Friday**. It will alternate from being an activity in your homework book or an online activity. It should be completed by the following **Wednesday**.
- ☐ Practising reading, spellings and times tables everyday has the most impact on learning! Use your logins such as Spelling Shed and TT Rockstars to support you with this.
- ☐ Please bring your reading book and record every day and get a grown up or write in it yourself every time you read. The more times your record is signed, the more chances you have of winning the reading raffle ticket prize!
- ☐ Anything you read outside of school (comics, newspapers, magazines) can be written into your record by somebody at home.
- ☐ **PE is on Wednesday and Friday**. Don't forget to come in PE kit on those days but wear your red cardigan/jumper over the top to look smart and stay warm for the rest of the day.