

3MN Newsletter Autumn 2026-2027

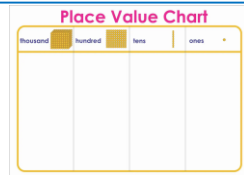


Maths: Place Value

We will learn how to:

- Represent numbers to 1,000.
- Partition numbers to 1,000.
- Hundreds, tens and ones.
- Number lines to 1,000 and estimation.
- Find 1, 10 or 100 more or less.
- Compare and order numbers to 1,000.
- Count in 50s.

This half term's times table focus is the 4x table.



Art: We will be studying the work of David Hockney. We will use fine lines to create our portraits.

English: This half term we will be reading 'Leon and the place between' and 'The First Drawing'.



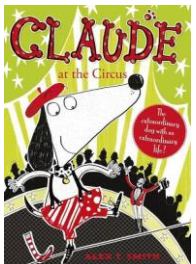
- Character description - expanded noun phrases.
- Setting description - fronted adverbials.
- Instructions - time adverbials, imperative verbs.
- Poetry - repetition, structure.



Geography: In our topic of 'why do people live near volcanoes?' we will:

- learn about the layers of the Earth.
- learn how mountains are formed.
- learn how tectonic plates shape our planet.
- learn how volcanoes form and erupt.
- explore the advantages and disadvantages of living near a volcano.
- learn what causes earthquakes and their effects.
- identify different rocks and create simple maps using symbols.

Guided Comprehension:
(Whole autumn term)



RE: Why is the Bible so important for Christians today?
(See knowledge mat for whole autumn term)

PSHE:  **decision**
Keeping / Staying Healthy
Keeping / Staying Safe (See knowledge mats)

Science: Movement and Nutrition

During this unit we will look at:

1. Skeletons.
2. The bones in our body.
3. Muscles and movement.
4. Eating for survival.
5. Nutrient groups.
6. Balanced diets.



Computing: We will learn about the following during our lessons this half term term:

- How does a digital device work?
- What parts make up a device?
- How do digital devices help us?
- How am I connected?
- How are computers connected?
- What does our school network look like?

Number and Place Value

Knowledge Organiser

Key Vocabulary

hundreds

tens

ones

zero

place value

greater than

less than

order

more

less

partition

digit

3-Digit Numbers

256

two hundred	fifty	six
		
200	50	6

Counting in 4s and 8s

0	4	8	12	16	20	24	28	32	36	40
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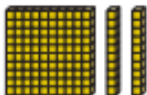
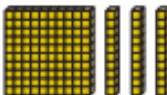
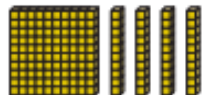
0	8	16	24	32	40	48	56	64	72	80
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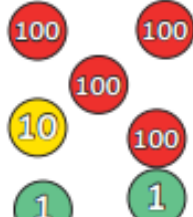
Counting in 50s and 100s

0	50	100	150	200	250	300	350	400	450	500
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0	100	200	300	400	500	600	700	800	900	1000
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10 and 100 More or Less

Ten Less		Ten More
		
120	130	140

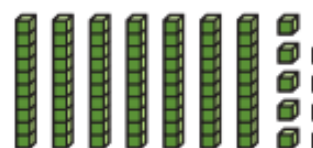
One Hundred Less		One Hundred More
		
212	312	412

Compare and Order

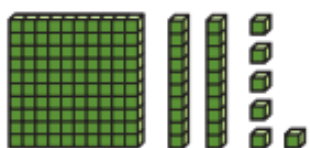
100s	10s	1s
		

$324 > 243$
greater than

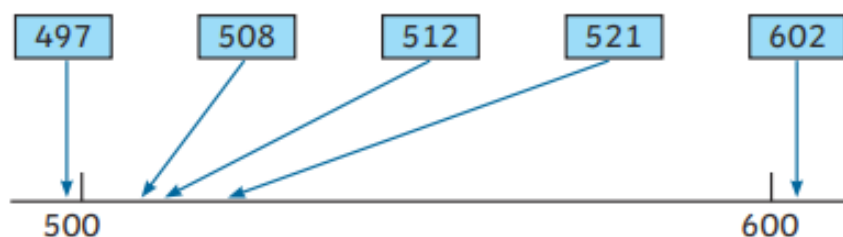
100s	10s	1s
		



$79 < 126$
less than



smallest



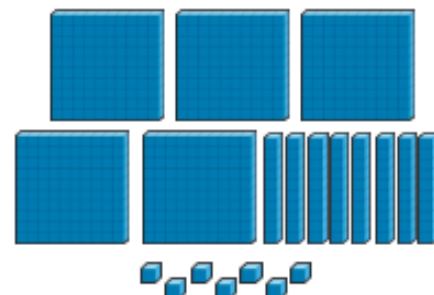
greatest

Represent Numbers to 1000

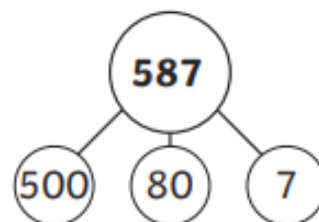
587

five hundred and eighty-seven

Hundreds	Tens	Ones
		

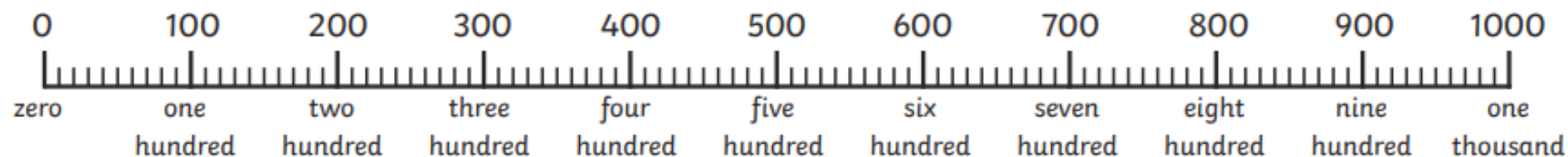


$$500 + 80 + 7$$

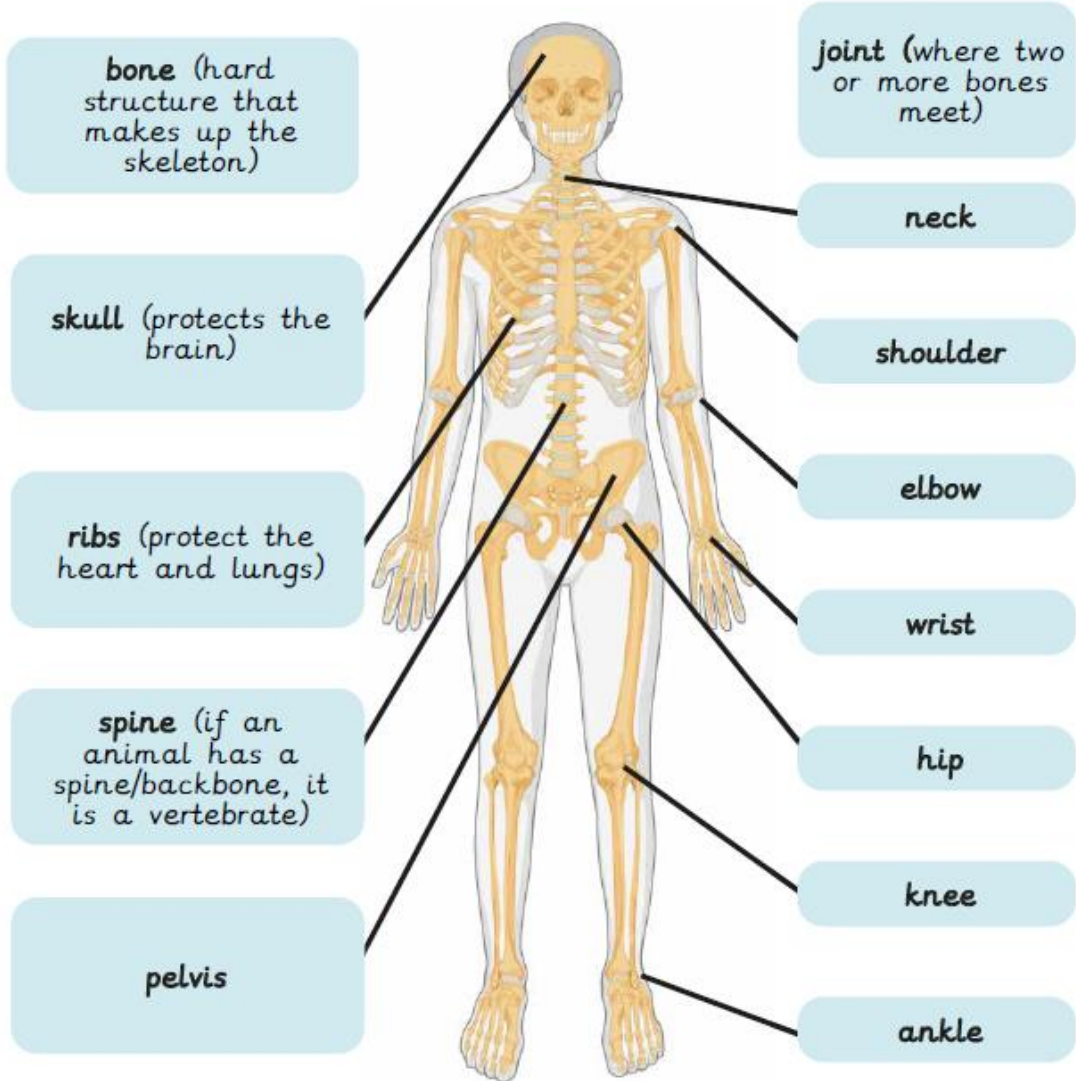


Hundreds	Tens	Ones
		

Numerals and Words to 1000



The human skeleton



Muscles attach to bones to cause a movement.

A muscle can shorten to **pull** on the **bone**.



Another muscle will need to pull in the opposite direction to change the position.



A **vertebrate** is an animal with a backbone.

Endoskeleton is a skeleton on the inside of the body.



An **invertebrate** is an animal without a backbone.

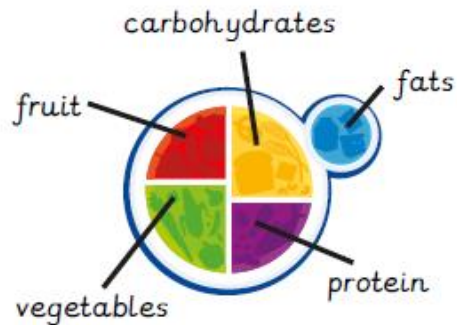
An invertebrate may have an **exoskeleton** (a skeleton on the outside of the body)...



...or no skeleton at all.



There are seven **nutrient** groups essential for survival. Eating all of these in the right amounts provides a **balanced** diet.



Carbohydrates



Carbohydrates give energy.

Protein



Protein is needed for growth and repair.

Fats and oils



unsaturated



saturated

These are needed as an energy store to keep bodies warm and protect organs.

Fibre



Fibre keeps food moving through the digestive system.

Vitamins and minerals



Vitamins and minerals are important for health and help the body to work. For example, vitamin A (vitamins) is needed for healthy eyes and calcium (minerals) is needed for healthy teeth and bones.

Water



Water helps the body to work, transport nutrients and remove waste.



Why is the bible important to Christians today?



Word	Definition
Bible	A holy book for Christians, consisting of the Old Testament and the New Testament.
Old Testament	The first part of the Bible, which includes Jewish scripture and tells stories of creation, laws, and history.
New Testament	The second part of the Bible, which includes the life of Jesus, the Gospels, and letters from early Christians.
Gospel	A story about the life and teachings of Jesus. There are four Gospels in the New Testament: Matthew, Mark, Luke, and John.
Creation	The act of God creating the world and everything in it, described in Genesis 1 of the Bible.
The Fall	The event when Adam and Eve disobeyed God and introduced sin into the world, as told in Genesis 3.
Salvation	The belief that Jesus came to save people from sin and bring them back to God.
Parable	A simple story used to illustrate a moral or spiritual lesson, as taught by Jesus.
Prayer	A way Christians communicate with God, asking for guidance, help, or expressing gratitude.
Temptation	The desire to do something wrong or unwise, often leading individuals to make poor choices.
Forgiveness	The action of forgiving someone for their mistakes or wrongdoings, as taught in Christian teachings.

Key learning

1. Give reasons for their own views and ideas about what words are wise.
2. Explore what a makes a book special or sacred.
3. Explain the structure of the Bible, including the division into the Old and New Testaments.
4. Describe the 'big story' told in the Bible from creation to salvation.
5. Summarise the story of Adam and Eve, discussing its themes of temptation and consequences.
6. Interpret the parables of the Lost Coin, Sheep, and Son, and explain what they teach about forgiveness and redemption.
7. Discuss how Christians use the Bible in their daily lives.



Layers of the earth

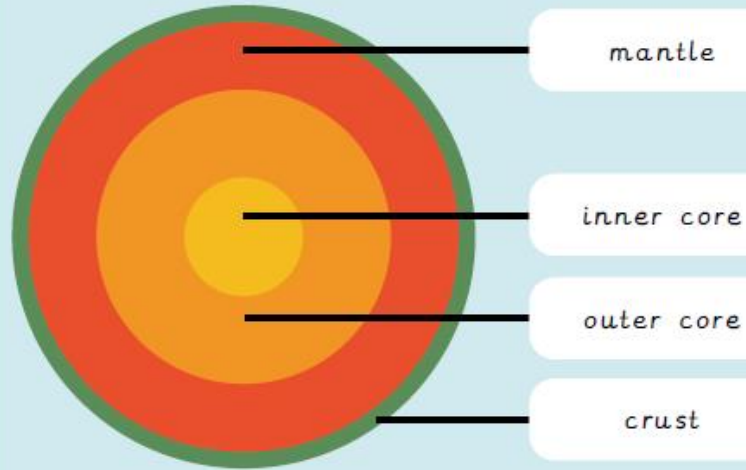
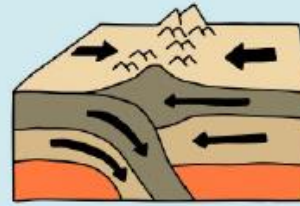


Plate boundaries



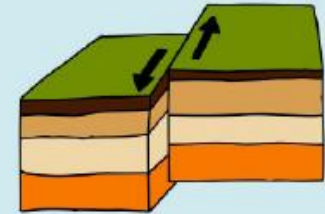
convergent

This is where two tectonic plates meet. The ground can fold up, creating fold mountains.



divergent

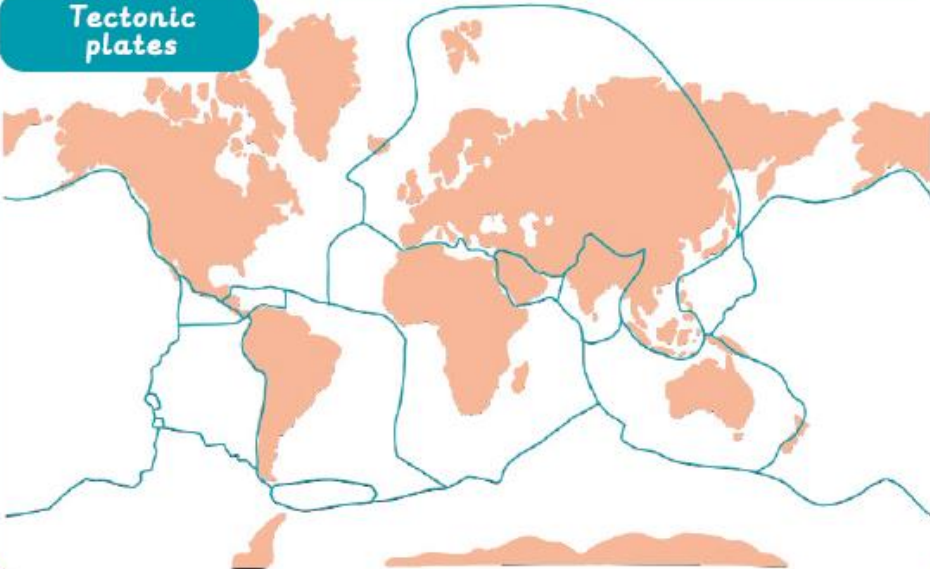
This is where two tectonic plates move apart. Magma can come through the gap, creating a volcanic mountain.



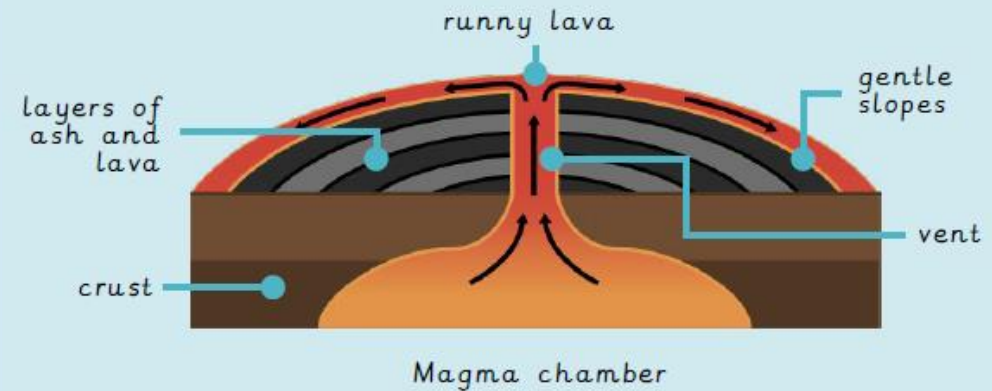
transform

This is where two tectonic plates slide past one another. Cracks in the plates can cause fault-block mountains.

Tectonic plates

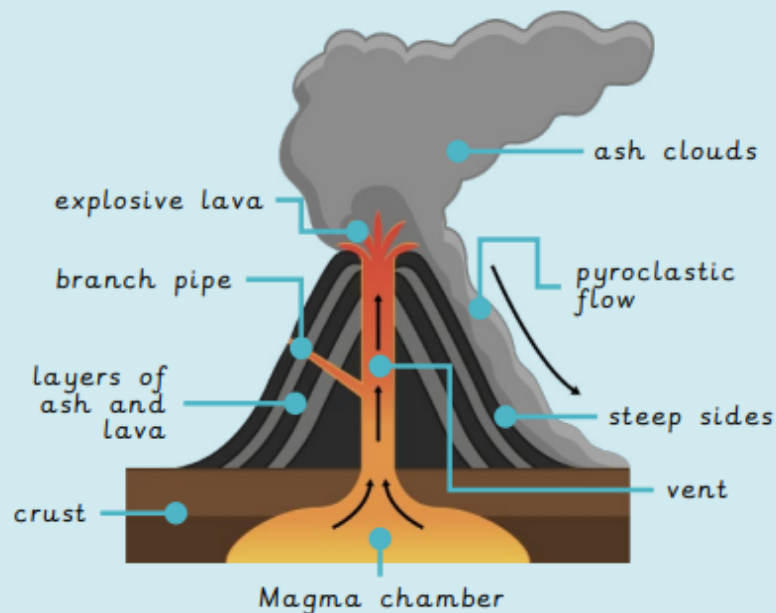


Shield volcano



A less-explosive, gently sloping volcano.

Composite volcano



An explosive, steep-sided volcano.

Negative and positive effects of living near a volcano

Negative

- People may be injured or killed.
- Forests and farmland may be destroyed.
- Homes may be destroyed.
- Carbon dioxide emissions contribute to climate change.
- Ash clouds can pollute rivers, killing fish.
- Tsunamis and earthquakes may happen.

Positive

- Rich, fertile soil is created.
- New land is created over time from hardened lava.
- Volcanoes can be beautiful landscapes.
- Hot springs and skin-brightening mud attract tourists.
- Tourism to volcanoes creates jobs.
- Geothermal energy from the steam is environmentally friendly.
- Mining for precious stones and minerals around a volcano creates jobs and provides materials for making jewellery, electronics and other valuable products.

Volcano classification

active

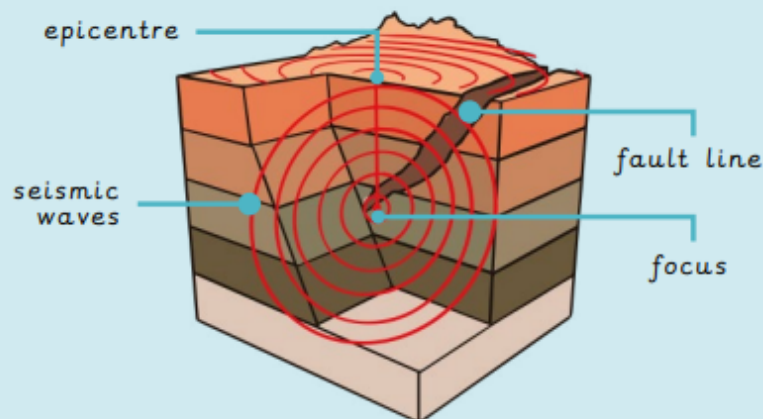
A volcano currently erupting or is likely to erupt soon.

extinct

A volcano that has not erupted in 10,000 years and is not expected to erupt again.

dormant

A volcano that may erupt again but has not erupted for a while.



earthquake

A shaking of the ground caused by tectonic plates moving.

Keeping/Staying Healthy

TOPICS: Medicine and What I've Learnt - *Suggested for Year 3*

We have chosen to deliver this topic in year(s):

Year Intent

In Year 3, children broaden their understanding of how to stay healthy by learning about medicines and how they help when used safely.

They explore simple safety rules, including when it is safe to take medicine and who they should accept it from. Pupils continue developing their understanding of healthy and less healthy choices and recognise habits that support wellbeing.

Through discussion and activities, they consolidate their knowledge of routines that help keep their bodies healthy.

Curriculum Links

Statutory RSHE Links

Caring friendships; Being safe; Personal safety; Drugs, alcohol, tobacco, and vaping (legal, harmful substances) General wellbeing; Health protection and prevention; Physical health and fitness

Ask me a question!

Why do we take medicine?

Who should we take medicine from?

What else can make you feel better when you are poorly?

What is a vaccination?

Knowledge & Skills Progression

Medicine - Pupils should...

- understand and explain simple safety rules about medicine
- explain when it is safe to take medicine and why
- know who it is safe to accept medicine from and why
- recognise and make important healthy choices

What I've Learnt - Pupils can...

- confidently explain ways to help keep their bodies healthy
- recognise and make healthy choices in everyday situations
- apply simple routines that support good health, such as washing hands and brushing teeth
- clearly explain the difference between healthy and less healthy choices

I will learn the following new words/phrases:

I now know...

Medicine	A drug or other substance used to treat disease, injury, pain, or other symptoms
Allergies	When you have an unusual reaction to something, like dust or certain foods.
Vaccination	A special medicine that helps protect your body from certain diseases.
Antibodies	A protein in blood that reacts to toxic substances by destroying them or making them ineffective.
Research	Studying something carefully to find out more information about it.
Immune System	The system of the body that fights infection and disease.
Doctor	A person who is qualified to treat people who are ill.



Keeping/Staying Safe

TOPICS: Leaning Out of Windows and What I've Learnt - *Suggested for Year 3*

We have chosen to deliver this topic in year(s):

Year Intent

In Year 3, children broaden their understanding of safety by exploring potential risks in familiar environments, particularly at home. They learn to recognise common warning signs, identify possible dangers, and understand the difference between safe and risky choices.

Pupils develop their understanding of the importance of listening to trusted adults and following guidance that helps keep themselves and others safe. Through revisiting earlier learning, quizzes and activities, children consolidate their knowledge, strengthening their understanding before progressing to more complex safety topics.

Curriculum Links

Statutory RSHE Links

Families and people who care for me; Being safe; Personal safety; Basic first aid

Ask me a question!

Who is available to help if we call 999?

Can you name some dangers that you may find at home?

Knowledge & Skills Progression

Leaning Out of Windows - Pupils should...

- recognise a range of warning signs
- spot the dangers we may find at home
- know the importance of listening to our trusted adults
- understand ways we can keep ourselves and others safe at home
- know the differences between safe and risky choices

What I've Learnt - Pupils can...

- confidently demonstrate how to keep themselves and others safe in different environments
- recognise and respond appropriately to situations that may place themselves or others at risk
- apply strategies to stay safe at home, at school and in the community
- clearly explain the difference between safe and risky choices

I will learn the following new words/phrases:

I now know...

Appliances	A device or piece of equipment designed to perform a specific task.
Dangerous	Able or likely to cause harm or injury.
Chemicals	A substance that is created when two or more other substances act upon one another.
Warning sign	A type of sign that indicates a potential hazard, obstacle, or condition requiring special attention.
Pressured	To strongly persuade someone to do something they do not want to do.
Permission	Officially allowing someone to do a particular thing; consent or authorisation.

