

YEAR 3 AUTUMN NEWSLETTER 2026

A warm welcome to Year 3. I hope that you have all had a wonderful summer break and are looking forward to the new school year. My name is Mrs Hepworth and I will be Year 3 Class Teacher, Assistant Headteacher and SENDCo. Mrs Larder will teach Year 3 on a Thursday. We will be supported by Miss Mellor, Mrs Riley, Mrs Stephenson, Miss Riley and Mrs Adams.

Our classroom is a happy and caring environment where we support and encourage one another to achieve our full potential. We will always **‘Love one another as Jesus loves us.’**

Listed below are some of the topics that we will cover this term.

English

At St Mary’ s CE we are creative and thoughtful writers! We want the children at our school to love writing, words and the English language. Throughout the Autumn term, we will cover a range of text types including alternative endings for narratives, fables, instructions, and performance poetry. Some of our targets are

- To experiment with adverbs
- To use a range of conjunctions (when, so, before, after, while, because)
- To plan our writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

This term, we will continue to revisit punctuation taught in previous year groups to ensure consistency (capital letters, full stops, question marks, exclamation marks, commas in a list, apostrophes to mark omission and singular possession in nouns). We will also discuss other types of punctuation we may come across in texts beginning to recognise punctuation indicating direct speech.

Throughout Year 3, we aim to increase legibility, consistency and fluency in handwriting.

Spelling is an important component of writing. Spellings are best learnt little and often rather than all in one go. In Year 3, spellings and a related spelling activity will be sent home each Wednesday.

Reading

**The more that you read,
the more things you will know.
The more that you learn,
the more places you'll go.**
-Dr. Seuss

Reading is crucial for cognitive development, boosting vocabulary and comprehension skills and improving memory. Reading also fosters imagination, empathy and a love for lifelong learning.

By securing and applying key skills such as word recognition, comprehension, fluency and motivation, children will be able to embed their knowledge and access new learning opportunities across the curriculum.

- Children need to record what has been read and should collect NEW or INTERESTING vocabulary in the comment boxes. They should discuss the meaning of new words encountered.
- Please ensure that your child's green reading record is in school daily.



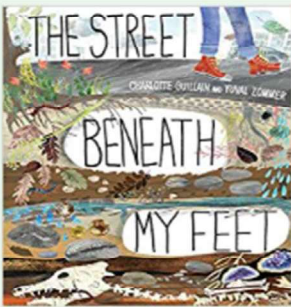
Your child should also regularly practise 2 times-table, 5 times-table and 10 times-table. It is recommended that children spend 10 minutes per night to improve their knowledge and speed. To help with maths progress, they must know their times tables with confidence and be able to recall them rapidly. Each child has an account for TT Rockstars which will help them to improve.

X1	X2	X3	X4	X5	X6
1x1=1 1x2=2 1x3=3 1x4=4 1x5=5 1x6=6 1x7=7 1x8=8 1x9=9 1x10=10 1x11=11 1x12=12	2x1=2 2x2=4 2x3=6 2x4=8 2x5=10 2x6=12 2x7=14 2x8=16 2x9=18 2x10=20 2x11=22 2x12=24	3x1=3 3x2=6 3x3=9 3x4=12 3x5=15 3x6=18 3x7=21 3x8=24 3x9=27 3x10=30 3x11=33 3x12=36	4x1=4 4x2=8 4x3=12 4x4=16 4x5=20 4x6=24 4x7=28 4x8=32 4x9=36 4x10=40 4x11=44 4x12=48	5x1=5 5x2=10 5x3=15 5x4=20 5x5=25 5x6=30 5x7=35 5x8=40 5x9=45 5x10=50 5x11=55 5x12=60	6x1=6 6x2=12 6x3=18 6x4=24 6x5=30 6x6=36 6x7=42 6x8=48 6x9=54 6x10=60 6x11=66 6x12=72
X7	X8	X9	X10	X11	X12
7x1=7 7x2=14 7x3=21 7x4=28 7x5=35 7x6=42 7x7=49 7x8=56 7x9=63 7x10=70 7x11=77 7x12=84	8x1=8 8x2=16 8x3=24 8x4=32 8x5=40 8x6=48 8x7=56 8x8=64 8x9=72 8x10=80 8x11=88 8x12=96	9x1=9 9x2=18 9x3=27 9x4=36 9x5=45 9x6=54 9x7=63 9x8=72 9x9=81 9x10=90 9x11=99 9x12=108	10x1=10 10x2=20 10x3=30 10x4=40 10x5=50 10x6=60 10x7=70 10x8=80 10x9=90 10x10=100 10x11=110 10x12=120	11x1=11 11x2=22 11x3=33 11x4=44 11x5=55 11x6=66 11x7=77 11x8=88 11x9=99 11x10=110 11x11=121 11x12=132	12x1=12 12x2=24 12x3=36 12x4=48 12x5=60 12x6=72 12x7=84 12x8=96 12x9=108 12x10=120 12x11=132 12x12=144

Science

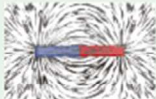


Year 3: Rocks and Soils Knowledge Mat (Chemistry) - What is hidden below the surfaces? Let's take a peek!

Subject Specific Vocabulary		Interesting Book	Interesting Facts
fossil	A fossil is the preserved remains or traces of a dead organism.		Rocks have been used by humans for millions of years, from early tools and weapons through to various construction materials.
soil	Soil consists of a mix of organic material (decayed plants and animals) and broken bits of rocks and minerals.		Sediment deposited over time, often as layers at the bottom of lakes and oceans, forms sedimentary rocks.
organic matter	Organic matter is matter that has come from a recently living organism. It is capable of decaying.		Extreme pressure and heat over time forms metamorphic rocks. Examples are marble and slate.
sedimentary	Sedimentary rocks are made when sand, mud and pebbles get laid down in layers. Over time, these layers are squashed under more and more layers.		When magma cools and solidifies it forms igneous rock. Examples are granite and pumice.
metamorphic	When a rock experiences heat and pressure, it becomes a metamorphic rock. All metamorphic rocks start as another type of rock.		Bricks and concrete are not rocks because they are man-made.
igneous	Igneous rock is formed when magma cools and solidifies, it may do this above or below the Earth's surface.		The layers of soil are: topsoil, subsoil, weathered rock and bedrock.
impermeable	Impermeable rocks cannot absorb water.		Fossils are usually formed when a living thing (plant or animal) dies and the body is covered up or buried by sediment over tens of thousands of years.
permeable	Permeable rocks can absorb water.	Sticky knowledge *Rocks can be grouped together based on their appearance and physical properties. Observe how rough or smooth they are, how permeable they are, how strong they are and what they look like. *Fossils are formed when things that have lived are trapped within rock. They are the remains prehistoric life. *Soil is made from pieces of rock, minerals, decaying plants and water. When rock is broken down into small grains, soil is formed.	
			Mary Anning was a famous English fossil collector and palaeontologist.



Year 3: Forces and Magnets Knowledge Mat (physics) - Can the force be with you?

Subject Specific Vocabulary		Interesting Book	Interesting Facts
force	A push or pull.		 Only metals which contain nickel, iron and cobalt are magnetic.
friction	A force acting between 2 surfaces. The resistance of a motion when there is contact between two surfaces.		Opposite poles attract and similar poles repel.
magnet	A magnet is an object that is made of materials that create a magnetic force/field.		A magnet always has North and South Pole. Cutting a magnet in half makes two magnets, each with two poles.
magnetic	Objects that are attracted to a magnet because they contain iron, nickel or cobalt.		All forces act in pairs - no forces exists by itself.
poles	North and south poles are found at different ends of a magnet.		The Earth is a big magnet with a North and South Pole and a magnetic field.
attract	If one object attracts another object, it pulls it towards it.		Magnets only attract certain types of metals, other materials such as glass, plastic and wood aren't attracted.
repel	To repel means to push something away.		A force is a push, pull, twist or turn that causes a change in speed, direction or shape.
magnetic field	An area around a magnet where there is a magnetic force which pulls magnetic materials towards the magnet.	Sticky Knowledge • Objects move differently on different surfaces. • Some forces require contact and some do not. • Magnetic forces can act at a distance. • Magnetic forces can act at a distance. • Know that magnets have two poles. • Magnets attract and repel each other. • Magnets attract some materials and not others • Know how to compare and group materials based on whether they are attracted to a magnet. • Know objects containing iron, nickel or cobalt are magnetic. • Know magnets attract each other if opposite poles are facing and repel each other if the same poles are facing. 	
			The needle in a compass is a magnet. A compass always points North-South on Earth. 
			A magnetic field is invisible. You can see a metal field if you a magnet under a piece of paper with iron filings on top. 

What do many Christians learn from the Creation Story?

Year Three
Knowledge
Organiser

UNIT
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Wonderful words

Creation: The beginning of the world and everything in it

Catholic: a Christian demonization whose leader is called the Pope

Big Story: the story of the Bible from Creation through to Salvation

Responsibility: a moral need to take care of something

Sin: to do something that goes against God's law or an act which is against God's law

Steward: a person who looks after something, in Christianity looking after God's good earth

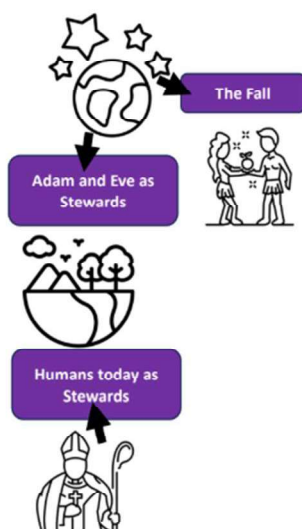
Interpret: to explain or understand the meaning of something

Genesis: the first book in the Old Testament which contains the story of Creation and The Fall

Fall: when Adam and Eve sinned against God and fell from being close to God

Temptation: the feeling of wanting/having to do something you know you should not

So how does it all work?



Important information

The Bible has many stories in it about humanity's relationship with God. These stories together are called the **Big Story** which starts with the story of **Creation** in the book of **Genesis** in the Old Testament.

The Bible talks about God existing before the Creation story and being in all parts of the Big Story. The story of creation tells people about God creating the universe and everything in it.

At the end of each of the days of Creation God saw that everything was good. In the Creation story God asks humans to be **stewards** and to take **responsibility** and to look after Creation for him. Christians have read the Creation and **interpret** that this is what God wants them to do.

The book of Genesis in the Bible also talks about an event called the **Fall**. In this story Adam and Eve went against what God had told them. God had commanded that they should not eat the fruit of the tree of knowledge, but they gave into **temptation** and committed a **sin** against God.

The leader of the **Catholic** denomination, the **Pope**, wrote a letter telling people to follow the teaching of stewardship from the Bible and to look after the planet but not to interpret it wrongly and not to do things they wanted with the world that would harm it.

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

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Wonderful words

Freedom: not being in prison or in slavery, being able to do what you want

Torah: the Jewish holy book made up of the five books of Law

Yom Kippur: the Day of Atonement

Orthodox: a group of Jewish people who follow the Torah without changing it as it is given by God

Pesach: called Passover in English, a time when Jewish people remember their escape from slavery in Egypt

Shabbat: a day of rest for Jewish people, the seventh day of the week

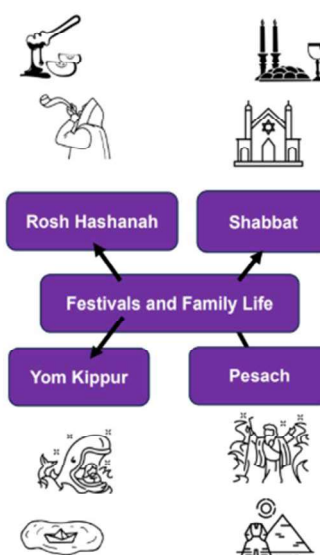
Rosh Hashanah: literally means 'Head of the Year' and marks a new year in Judaism

Shema: a Jewish prayer

Progressive: a group of Jewish people who take the Torah very seriously but will adapt the teachings for the present day

Forgiveness: when someone is stopped being blamed or punished for something they have done

So how does it all work?



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Important information

Jewish people will rest on **Shabbat**, the seventh day of the week because in the **Torah** they are told that as God rested on the seventh day of Creation, they should also do this.

The Torah contains the Ten Commandments, and the fourth commandment is to rest on Shabbat. In the UK today there are different groups of Jewish people, **Orthodox** Jewish people follow the Torah without changing and **Progressive** Jewish people will follow the Torah but adapt it to the present day.

Jewish people have many festivals to help them remember key events in Jewish history. **Rosh Hashanah** may be celebrated differently depending on where the family have come from, but for all Jewish people it is a celebration of the Jewish New Year.

Ten days after Rosh Hashanah is **Yom Kippur**, this is when Jewish people set aside a day to ask for **forgiveness**. Many Jewish people will fast on Yom Kippur which focuses on the meaning of the day. At the end of Yom Kippur, the final prayer will end with the **Shema** an important saying for Jewish people.

One of the most famous stories in the Torah is of Moses when he led the Jewish people to **freedom** from slavery in Egypt. This is the festival of **Pesach** which is remembered by a special meal.

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History.



Year 3: Stone Age - Who first lived in Britain?

(Changes in Britain from the Stone Age to Iron Age)

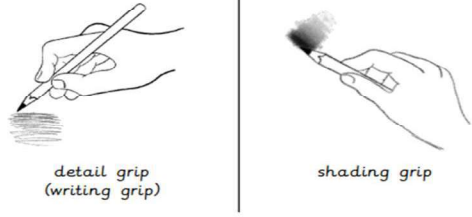
Subject Specific Vocabulary			Exciting Books	
archaeologists	People who work out our history by looking at artefacts that have been found.			
artefact	An object made by human beings, usually with historical interest.			
Palaeolithic	The old and earliest part of the Stone Age.			
Neolithic	The new Stone Age and time when the farming of plants and animals began. It follows the Palaeolithic and Mesolithic age.	Important Places		
prehistory	The period of time before written records.			
B.C.	Before Christ. A date like 250BC means 250 years before Christ was born.	 		
A.D.	Anno Domini, which means in the year of our Lord. The years after the birth of Jesus.			
smelting	The extraction of metal from its ore by a process involving heating and melting.	Important People		
hunter-gatherers	People who live by hunting, fishing, and harvesting wild food.			
shelter	A place offering protection from bad weather or danger.			
settlement	A place where a community of people live.			
roundhouse	A circular house with a conical thatched roof built from the Bronze Age to Iron Age.			
hill fort	Groups of round houses and farming land protected by stone walls.	Sticky Knowledge - The Stone Age period is said to have started around 3 million year ago when humans started to live in Europe. - The Stone Age was followed by the Bronze Age period. This is when humans started to use metal. - The Bronze Age was followed by the Iron Age when tools and weapons became more advanced and were used for farming. - During the Palaeolithic Age (old stone age), man gathered food by hunting wild animals and birds, fishing, and collecting fruits and nuts. - During the Neolithic Age (towards end of the stone-age), the humans formed settled communities, and domesticated plants and animals for the first time in history. - Iron Age people began to protect themselves by settling in hillforts, which were groups of round houses and farming land protected by stone walls. - The Iron Age ended when the Romans invaded Britain in AD 43.		

Art and Design

In Art, we will develop shading skills and drawing techniques to create botanical inspired drawings.

Art - Drawing: Developing drawing skills

Holding a pencil to shade



detail grip (writing grip) shading grip

sketching: Creating a simple, quickly-made drawing without many details.



Use simple shapes when sketching a picture.



Artists:

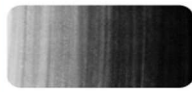
- Yellena James.
- Katie Daisy.
- Edgar Degas.
- Dianne Sutherland.
- Sara Boccacini Meadows.

digital art: Art made using electronic devices and computers.



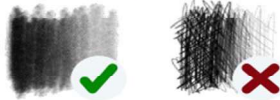
Create smooth, even tones

Smooth changes between light and dark, achieved by gradual change of pressure when shading.



The four rules of shading:

1. Use the side of the pencil.
2. Work in one direction.
3. Press evenly.
4. Leave no gaps.



Design and Technology

In Design and Technology, we will learn about mechanisms including levers and linkages to create an interactive Christmas card.



Computing

In the Autumn term, we will explore online safety, learn how to send emails with attachments and create spreadsheets. We will look at understanding how people communicate with each other, understanding and responding to email, sending attachments with emails, and staying safe when emailing.

Languages

At St Mary's, our chosen Modern Foreign Language is Spanish. We will be looking at phonics in Spanish, learning greetings, numbers to 10 and colours. We will also be learning how to ask and answer: "How are you?" and "What is your name?"

① Greet your partner.

¡Buenos días!



Good morning!

¡Hola!



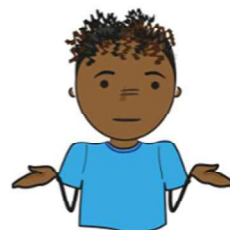
Hi!/Hello!

② Ask your partner how they are feeling.

¿Cómo estás?



How are you?



③ Tell them how you're feeling.



Estoy bien.



Estoy mal.



Estoy regular.



④ Ask your partner what their name is and then tell them your name.

¿Cómo te llamas?



What is your name?

Me llamo...



My name is...



⑤ Say goodbye or see you later.

¡Hasta luego!

¡Adiós!



See you later!

Goodbye!

Music

At St Mary's CE we are Musicians! We want the children at our school to love music. We will continue to build on a prior learning in music. We will look at reading and playing notes G, A and B on a musical instrument and using creative ideas inspired by different stimuli to create and improve a performance.



PE

PE is a part of the national curriculum and it is essential that children have the right kit for these lessons in order to participate. An indoor and outdoor kit (in a small, string kit bag) should be **in school at all times**.

KIT REQUIREMENTS – PLAIN WHITE T-SHIRT/POLO SHIRT, DARK BLUE OR BLACK SHORTS / DARK BLUE SKIRT / BLACK PUMPS / TRAINERS / WARM OUTDOOR (hoodless) TOP

We will tell your child when they should take their kits home to be washed.

Homework

In Year 3

- 15 minutes daily reading and discussion of text. Children to record in green reading record newly discovered vocabulary or interesting words and discuss their meanings. At least 3 recorded reads per 7 days.
- Learn weekly spellings and complete a spelling related activity (test each Wednesday and new spellings are given out on the same day.)
- Times Tables Rock Stars - 30 minutes minimum each week.

PARENTS PLEASE NOTE: Please check the school websites and school spider regularly www.stmaryscecrompton.oldham.sch.uk/ for updates on homework, messages for the children and other reminders.

If you have any questions, please come and speak to me before or after school or contact the office for an appointment.

Thank you for taking the time to read this newsletter.

Mrs Hepworth and Mrs Larder

'Love one another as Jesus loves us.'