



# St Barnabas

## Church of England Primary Academy

A member of **CTDARI**

**'That they shall have life, life in  
all its fullness!'** John 10:10  
**'Achieving great things through  
learning and growing together in a  
love-filled Christian family'**

### Year 3 Autumn 1 Curriculum Overview 2026-27

#### Reminders & Homework

##### **P.E. Reminder**

Our PE days for this half term will be on a **Tuesday** and a **Friday** (swimming)

All children should come to school in a full PE kit on these days. Hair which is past shoulder length must always be tied up and jewellery must not be worn in school either. On Fridays, children will need to bring a swimming bag containing a towel and swimming costume. A letter will come home following our dry swim session (for which the swimming instructor will visit us at school) on Friday 4th September.

##### **Other Reminders**

- All medicines must be sent to the office. Children are not allowed to administer the use of these by themselves.
- Children should only bring water or clear flavoured water into school in their water bottles.
- Please ensure that your child is bringing in a healthy snack (fruit, veg, cheese, yoghurt) for break time.
- Please send any messages regarding appointments or pick-ups to the school's main office, as I am unable to check my messages during the school day.

Homework in Year 3 will include reading at home at least three times a week, practising spellings, and using Times Tables Rock Stars – a maths programme that focuses on learning times tables.

### **Reading**

Please can all parents/carers ensure that school reading records are signed, dated, and include page numbers, so we can easily see where children are up to when following up in class. In KS2, children are encouraged to sign their own records, but we would appreciate parents checking and overseeing this.

The folder containing your child's reading books and their record should be brought to school every day. Reading records will be checked weekly, from Thursday to Thursday. Children will have the opportunity to change their reading books upon finishing their book. They will be reminded regularly to record their name on the book-changing sign on the classroom door so that we are aware of who needs to change their book each day. The children will then go with an adult to the library to select a new book as soon as is convenient.

### **Spelling**

Spellings will be given out every Friday, from the end of week 3, and stuck in your child's spelling practice book. Children can revise these at home alongside the daily input we do in class to help them understand spelling patterns and rules.

Please encourage them to use the lines in the practice book correctly to help build consistency in the size and shape of their letters.

Please encourage your child to join up their handwriting when practising also.

Throughout the week, the class will take part in spelling sessions based on the focus for that week. We will then have a spelling quiz the following Friday.

It is important to keep up with weekly spellings, as the children are required to apply the spelling rules we have covered each week in their written work in class.

### **Times Tables**

TT Rockstars is a fun and engaging platform to support the children to build up knowledge and speed when learning their times tables. The government aim is for all children to become fluent in their times tables up to 12 x 12 by the time they reach the end of Year 4 and so this is what we aim for as a school. Please encourage your child to login and practise regularly at home. More information will be provided at our 'Meet the teacher' presentation.

Thank you,  
The Year 3 Team 😊

## **English**

### **The Iron Man**

**Narrative Outcome:** Approaching Threat Narrative

**Non-Fiction Outcome:** Trap Explanation

### **Key Vocabulary**

**Valley, strange, steep, skyline, inland, frowned, occasional, bewildered, emerged, trembled, magnitude, jolted, monstrous, surveyed, possessions, devouring, mayhem, bait, ploughed, sheer, disguising, disastrous**

### **Key Learning**

- Formation of nouns using a range of prefixes e.g. auto- super- anti-; Using a or an correctly.
- Expressing time, place and cause using conjunctions e.g. when, before, after, while, so, because, if, although; Expressing time, place and cause using adverbs e.g. then, there, soon, after Expressing time, place and cause using prepositions e.g. before, during, after, in; Use expanded noun phrases for description and specification; Learn how to use subordination.
- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences; Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns; Use commas to separate items in a list.

## Maths

### **Place Value**

#### **Key Vocabulary**

**Tens, ones, hundreds, thousands, estimate, compare, order, place value, represent, partition, number line, more, less.**

#### **Key Learning**

- Represent and partition numbers to 100; Represent and partition numbers to 1,000; Hundreds, tens and ones; Estimate, compare and order numbers to 1,000; Count in 50s

### **Addition and Subtraction**

#### **Key Vocabulary**

**Tens, ones, hundreds, thousands, inverse, addition, subtraction, number bonds, patterns, exchanging,**

#### **Key Learning**

- Apply number bonds within 10; Add and subtracts 1s, 10s and 100s; Add 10s across a 100; Add 1s across a 10; Subtract 10s across a 100; Make connections; Add and subtract two numbers with and without exchanging; Add and subtract 2-digit and 3-digit numbers

## Religious Education (RE)

### **Why do many people celebrate and give thanks at harvest time?**

#### **Key Vocabulary**

**Harvest Festival, thankfulness, sukkot**

#### **Key Learning**

- Describe the traditional content of Christian Harvest Festival services; Describe and explain the Jewish festival of Sukkot; Explain why Christians celebrate the harvest; Talk about different ways people celebrate the harvest.

### **Who was Moses? (Walk Through The Bible unit)**

#### **Key Vocabulary**

## **Lead, freedom, rules, obey, gifts, doubt, Exodus, Leviticus, Numbers, Deuteronomy**

### **Key Learning**

- Order at least five key concepts within a timeline of the Bible's 'big story'.
- The Old Testament tells the story of a particular group of people, the children of Israel - the People of God - and their relationship with God.
- Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly (e.g. Passover, following rules, guidelines for living etc).
- Raise questions and suggest answers about how far the big ideas explored in the Bible and the concepts studied might make a difference to how people think and live.
- Make simple links between People of God and how some Christians choose to live their whole lives in their church communities.
- People believe God makes a difference in the world today.
- The people of God try to live in the way God wants, following His commands and worshipping Him.

## **Science**

### **Scientific Enquiry**

#### **Key Vocabulary**

**Scientific investigation, prediction, method, diagram, equipment, fair test, variables, results, conclusion**

### **Key Learning**

- ask relevant questions and use different types of scientific enquiries to answer them
- set up simple practical enquiries, comparative and fair tests
- make systematic and careful observations and, where appropriate, take accurate measurements using standard units, and use a range of equipment, including thermometers and data loggers
- gather, record, classify and present data in a variety of ways to help in answering questions
- record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

- identify differences, similarities or changes related to simple scientific ideas and processes
- use straightforward scientific evidence to answer questions or to support their findings.

## History

### **Ancient Egypt**

#### **Key Vocabulary**

**Ancient Egypt, discovery, evidence, after life, civilizations, comparing, archaeology, artefacts, mummification, River Nile, pyramids, tomb, mummy, Egyptian, afterlife, mummy, coffin, priest, stomach, intestines, linen, amulet, organs, isis knot, heading,**

#### **Key Learning**

- What can we quickly find out to add to what we already know about Ancient Egypt?
- How can we discover what Ancient Egypt was like over 5,000 years ago?
- What sources of evidence have survived and how were they discovered?
- What does the evidence tell us about everyday life for men, women and children
- What did Ancient Egyptians believe about life after death and how do we know?
- What did Ancient Egypt have in common with other civilizations from that time?

## Art and Design

### **Craft and Design- Ancient Egyptian scrolls**

**Key Vocabulary: Ancient, audience, civilisation, composition, convey, papyrus, composition, technique, sculpture, zine, imagery**

#### **Key Learning**

- To investigate the style, pattern and characteristics of Ancient Egyptian art; To apply design skills inspired by the style of an ancient civilisation; To apply an understanding of ancient techniques to construct a new material; To apply drawing and painting skills in the style of an ancient civilisation; To apply an understanding of Egyptian art to develop a contemporary response.

## Cultural Capital

- Swimming
- Pinocchio - Production

## Physical Education (PE)

### Fundamental Skills Catch Up - KS1 - Y2 FMS - Playground Games In The 20th Century

**Key Vocabulary:** Co-operation, hopscotch, strike, accuracy, gallop, tactic

#### Key Learning

- To develop the skill of dodging/changing direction when playing a tag game.
- To develop the skill of hopping when playing a game.
- To demonstrate catching a ball with some control. To throw an underarm with some accuracy.
- To throw a ball underarm to a partner with some accuracy.
- To catch a ball.
- To demonstrate a side gallop.
- To strike a ball with some accuracy.
- To apply a simple tactic in a net/wall

#### Swimming: Starts 11th September

Year 3 will be going swimming this term. Trained staff will conduct hour-long sessions, focusing on teaching life skills and emphasising water safety. These lessons will be tailored to individual abilities, ensuring each child receives personalised instruction.

## Personal, Social and Health Education (PSHE)

**How can we build positive relationships with others?**

**Key Vocabulary**

**Respect, compromise, conflict, trust, point of view, cooperate, misinformation, disinformation**

**Key Learning**

- How to work well with others, respect different opinions, and ask for help if I feel unsafe
- How to build strong friendships by being kind, respectful and supportive
- How to explain feelings, know that others may feel differently, and use ways to help me cope with challenges

## Computing

**iMedia - iCommunicate L1**

**Key Vocabulary**

**Music productions, structure, genre, filters, mixing, fade, instrumentation, press release ,**

**Key Learning:**

To have created a full song in GarageBand including Intro, Verse, Chorus and a Breakdown. To have a good knowledge of how to use a mixture of 'Live Loops' and 'Smart Instruments'. To know keywords and phrases surrounding Music Production.

## Music

**Boomwhackers L1**

**Keywords: Boomwhackers, Pitch, Solfège, Rhythm, Notation, Stave, Quavers, Crotchet, Minims, Octavator, Octaves, Two-part harmony, Melody.**

**Key Learning:**

To have gained a greater understanding of Boomwhacker instrumentation and to know its background. Students will also be able to perform a number of different skills on the instrument and play a number of songs.

## French

### **French L1 Unit 1 - Greetings & Numbers**

**Key Vocabulary:** salut, bonjour, bonsoir, bonne nuit, au revoir, à bientôt, Monsieur, Madame, Mademoiselle, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, s'il vous plaît, merci, oui, non, 'C'est combien?'

### **Key Learning:**

Pupils will learn basic greetings and gain an understanding of the numbers 1-10. They will learn how to ask and answer a range of questions about their personal information such as what their name is and where they live, in order to take part in role-playing activities and a number of games. Pupils will be encouraged to start writing and speaking consistently in full sentences.