



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 2 2025-26 Curriculum Overview

English

Classic Poetry

Key Vocabulary

Classical poetry, rhyming, repetition, expression, tone, pause, synonyms, intonation, volume, performance, structure.

Key Learning

- To be able to perform a poem and create written responses to poetry.
- To listen to and discuss a range of poetry.
- Recognise some different forms of poetry.
- Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination.
- Prepare poems to read aloud, showing understanding through intonation, tone, volume and action.
- Read and analyse poetry in order to plan and write their own versions.
- Generate and select from vocabulary banks.
- Use appropriate intonation, tone and volume to present their poetry to a group or class.

Adventure / Mystery story (based on plot structure from focus text)

The Lost Bear

Key Vocabulary

Figurative language, dialogue, modal verbs, extinction

Key Learning

- To make inferences about a character's thoughts and feelings.
- To write from a character's point of view, about their feelings and thoughts.
- To infer how a character feels through using evidence from a text.
- To infer how a character feels through their words and actions.
- To use commas correctly in a range of different sentences.
- To plan a powerful description.
- To plan and write a narrative.

Information Texts

Animal Adaptations

Key Vocabulary

Adaptation, species, environment, natural habitat, survival, adaptive features.

Key Learning

- To use simple layout devices for a non-fiction text e.g. headings and subheadings.
- To organise writing into paragraphs, around a theme.
- To identify and discuss the purpose, audience and language of a non-fiction text for writing.
- To spell homophones correctly.
- To generate and select from vocabulary banks.
- To spell some of the year 3 and 4 statutory spelling words correctly.
- To spell words as accurately as possible, using phonics knowledge and other knowledge of spelling.

Maths

Continue: 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

Multiplication and Division A

Key Vocabulary

Sharing, grouping, arrays, equal, multiple, divide, multiply, patterns,

Key Learning

- Equal groups
- Using arrays
- Multiples of 2, 5, 10, 3, 4 and 8
- Sharing and grouping
- Dividing by 3, 4 and 8
- The 2, 4, 3 and 8 times tables

Religious Education (RE)

Unit 1: Called by God

What does it mean to be called by God?

Key Vocabulary

Prophet, God, Old Testament, ministry and ordination.

Key Learning

- What does it mean to be called by God?
- In what ways does God call people? How does God speak to people?
- What sort of tasks does God call people to do?
- Who has been/or could be called by God?
- What is the role of a faith leader who has been called by God?
- What are the similarities and differences between the role and daily lives of faith leaders?

Unit 2: Christmas: How does the presence of Jesus impact people's lives?**Key Vocabulary**

Incarnation, Emmanuel, Faith, Compassion, Love,

Key Learning

- In what ways do Christians believe that God is with us?
- How does it feel to be in the presence of God?
- How did/does the presence of Jesus have an impact on people's lives?
- In what ways do Christians believe that they are the presence of Jesus in the world today?

Science**Animals and Humans- Health and Nutrition****Key Vocabulary**

Nutrition, balanced diet, food groups, varied diet, exercise, health,

Key Learning

- 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.
- An adequate and varied diet is beneficial to health (along with a good supply of air and clean water).
- Regular and varied exercise from a variety of different activities is beneficial to health.
- Comparing and contrasting the diets of different animals.

- Researching different food groups and how they keep us healthy.

Geography

Climate Zones

Key Vocabulary

Climate, latitude, weather, Equator, hemisphere, sphere, axis, season, temperate, temperature, tropical, precipitation, arid, polar, Mediterranean,

Key Learning

- Identify different lines of latitude and explain how latitude is linked to climate.
- Locate different climate zones and explore the differences between the Northern and Southern Hemispheres.
- Compare temperate and tropical climates.
- Explore weather patterns within a climate zone.
- Write a weather forecast for a typical day in a chosen climate zone.
- Identify the characteristics of each climate zone.

Design and Technology

Textiles: Pouches (Christmas theme)

Key Vocabulary

Decorate, fabric, fabric glue, knot, needle, needle threader, running stitch, sew, thread

Key Learning

- Sew a running stitch.
- Using a template, sew a running stitch.
- Join fabrics using a running stitch.
- Decorate a pouch using fabric glue or stitching.

Cultural Capital

- Swimming
- Nightingale Farm

Physical Education (PE)

Dance

Key Vocabulary

Movement, gesture, control, fluency, elements, sequence, contrast, interpret, evaluate,

Key Learning

- To perform actions to portray a character.
- To perform movement with control and fluency to convey different characters.
- To link five dance elements to convey a character, working with a partner.
- To compose a sequence using contrasting actions.
- To combine contrasting movements to create a group sequence.
- To combine sequences to create a final performance.

Swimming: Year 3 will be continuing 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)

What keeps us safe?

Key Vocabulary

Hazards, injury, risk, safe, permission, pressure, health, hygiene, accident, injury, emergency services,

Key Learning

- Safe or unsafe?
- Danger or Risk?
- The Risk Robot
- Super Searcher
- Help or harm?
- Alcohol and cigarettes: the facts

Computing**L1- iLogic****Key Vocabulary**

Algorithm; Computer Science; Programming; Blockly; Conditional; Variable; Binary; Computer Scientist; LED; Repeat; Angle

Key Learning

The pupils will use games to learn key coding skills. They will learn how to use the coding language 'Blockly' to introduce key programming elements such as functions, loops, conditionals and variables. This will progress into using code to create 'Spirograph' style artwork and creating a modern version of an Etch-A-Sketch.

Music**Level 1 - Singing****Controlling our voices****Key Vocabulary**

Warm-up, Vocal cords, Cool down, Pitch, Pitch match, Dynamics, Phrasing,

Diction, Characterisation.

Key Learning

Samba drumming: Level 1

During this course, pupils will learn the tools they need to develop their musical voices. Pupils will learn how their posture and breathing affects the tone and quality of their voice. Pupils will explore pitch, dynamics, characterisation and diction and how these elements of music can be combined to create an exciting performance. Pupils will also start looking at techniques which are commonly used in vocal music, such as call and response and structure.

French

L1: Unit 2 - Colours and Animals

Key Vocabulary -Colours and Animals

Le Chein (Dog), **Le chat** (Cat), **Le lepin** (Rabbit), **Le cochon d'inde** (Guinea pig), **Le cheval** (Horse), **La vache** (Cow), **Le mouton** (Sheep), **Le poisson** (Fish), **Tu as un animal?** (Do you have an animal?), **J'ai** (I have), **Quelle est ta couleur préférée?** (What is your favourite colour?), **Ma couleur preferee est** (My favourite colour is),

Key Learning

Pupils will continue to practise greetings and numbers, expanding on what they learnt in the previous unit by learning numbers 11-20. Pupils will begin to learn the names of colours and the names of animals through speaking, reading, and writing activities, and games as well as learning how to use adjectives to describe nouns correctly. Pupils will also start to learn how to give preferences regarding colours.

Reminders and Homework

Snack

After looking at national guidance and a healthy balanced diet, the wellbeing warriors have decided that the following foods

can be brought in for a break time snack:

- Fruit - fresh/dry
- Vegetables
- Frubes (tube yoghurt)
- Cheese (babybel or similar)
- Plain /yoghurt covered rice cakes
- Breadsticks
- Crackers/cracker bread

Items that we would like children NOT to bring in:

- Any chocolate-coated items
- Cereal bars
- Nuts

Homework

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.

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 record should be brought to school every day. Reading records will be checked weekly, from Wednesday to Wednesday. Children will have the opportunity to change their reading books on Wednesdays, and either I or Mrs Singleton will take them to the school library to select a new one.

If homework cannot be completed at home, time will be made available in school so that children do not miss out. However, please note that this will usually take place during Golden Time on Fridays.

Spelling

Spellings will continue to be given out every Friday (and will also be displayed on Dojo each week). Children can revise these at home alongside the daily input we do in class to help them understand spelling patterns and rules.

Each child has a red spelling book in their folder to practise their spellings in. Please encourage them to use the lines and join up their handwriting when practising.

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 I will be looking for the children to apply the spelling rules we have covered each week in their written work in class.

Maths: T.T Rockstars- More information will be provided on 'Meet the teacher' day.

P.E.

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 is not worn in school either.

Other Reminders

Children with long hair must have their hair tied up.

All medicines, including lip balms, 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 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.