Year 3	Autumn Term Overview 2026-2027

English Reading:

This term, our English reading journey is taking us through three fantastic books: ***The Magic Finger*** **by Roald Dahl**, ***Dixie O'Day: In the Fast Lane*** **by Shirley Hughes and Clara Vulliamy**, and ***The Street Beneath My Feet*** **by Charlotte Guillain**.

Alongside developing vital reading comprehension and vocabulary skills, these texts explore important social values.

Ways you can support at home:

Empathy and Perspective (*The Magic Finger*): Ask your child what animal they would choose if they had a "magic finger" to teach someone a lesson. You could draw a picture together of what your house or neighborhood looks like from a bird's-eye view.

Friendship and Sportsmanship (*Dixie O'Day*): Design a board game or a simple racing track on paper. Talk about what makes someone a "good sport" when playing, and practice using positive phrases whether you win or lose the game.

Our Shared World (*The Street Beneath My Feet*): Take a walk around your local area or garden and look closely at the ground. Try to spot different layers, from topsoil and pebbles to tree roots and drainage grates, and talk about what might be hidden even deeper below.

English Writing:

This term, our Year 3 writers are diving into a fantastic collection of books that blend rich storytelling with meaningful life lessons. We are exploring the beautifully illustrated worlds of **Cave Baby**, **Stanley's Stick**, **Iggy Peck: Architect**, and the bustling urban adventure of **A Walk in London**. Through these texts, children are sharpening their descriptive writing and learning how to structure engaging narratives.

These stories also provide a wonderful bridge to our **PSHE education**. As we read about Iggy's determination to build, Stanley's vivid imagination, and Cave Baby's expressive creativity, we are exploring vital themes of **perseverance, celebrating our unique talents, and respecting the diverse world around us**. Through our journey in London, we are also discussing community, navigation, and how we connect with the wider world.

Ways you can support at Home:

Ignite Imagination: Like Stanley with his stick, encourage your child to find an ordinary everyday object and invent three extraordinary things it could be. Have them write down or tell you a short story about its adventures.

Build Resilience: Talk about Iggy Peck's determination. If your child encounters a mistake or a challenge this week (whether in homework, a game, or a hobby), discuss how "failures" are just stepping stones to finding a new solution.

Explore Your Local Area: Go for a short walk together, inspired by *A Walk in London*. Ask your child to act as the tour guide, pointing out interesting landmarks, signs, or historical features of your own neighbourhood, and practice mapping your route when you get home.

Maths

This term in Year 3, we are mastering numbers up to 1,000! Children are learning to read, write, compare, and break down three-digit numbers, while practicing counting in multiples of 4, 8, 50, and 100. We are also building confidence in formal column addition and subtraction, and tackling the 3, 4, and 8 times tables. These skills link directly to our **Science** and **DT** projects, where children estimate, measure, and scale numbers to conduct experiments and build structures.

Ways you can support at home:

Number Spy: Point out three-digit numbers on walks (house numbers, signs) and ask how many hundreds, tens, or ones they have.

Kitchen Maths: Involve your child in weighing ingredients for cooking, asking them to find "100g more" or "50g less".

Quick-Fire Tables: Practise the 3, 4, and 8 times tables through quick games or by grouping everyday objects like Lego bricks.

Science

This term, our Year 3 students are diving into the fascinating worlds of biology and physics! In our **Animals Including Humans** topic, children will discover how our bodies move and grow. We will learn that **muscles need water and nutrients from our diet to function, move, and grow strong**, while also observing how our hearts beat faster and our breathing changes during basic fitness and exercise. This links beautifully with our PSHE curriculum as we discuss healthy lifestyle choices. In physics, we are exploring **Forces**, discovering that some forces require direct physical contact between surfaces while others do not. The children will get hands-on by comparing how a toy object moves across at least three different surfaces—such as a smooth table, rough carpet, and bubble wrap—to help them explain how **friction acts as a contact force that slows moving objects down**. This investigation will also allow them to practice their Maths skills through measuring and recording data.

PSHE

This term, our Year 3 pupils will be exploring the vital themes of "Connecting with Others" and "The Online World" within our PSHE curriculum, with strong links to our Computing lessons. Together, we will focus on building self-worth, recognizing our personal strengths, and understanding boundaries to help everyone feel safe and included. Through interactive discussions, children will discover how families and friendships provide support, practice positive ways to repair relationships when friction happens, and learn how to identify and safely respond to different types of bullying. We will also bridge these concepts into the digital universe, examining the differences between online and in-person communication. Your child will learn how to navigate online misunderstandings, maintain respectful behavior behind a screen, and confidently apply safety strategies to protect themselves and others in the digital world.

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History - Local Area - Castles and Stately Homes

This term, our Year 3 historians are exploring how castles in Northumberland changed over time! We are learning about **cause and consequence**, discovering how a peaceful kingdom completely transformed local architecture. Long ago, when local wars were common, castles were built as tough, walled forts high on hills with thick stone walls and tiny arrow slits to keep enemies out. However, when Northumberland became a much safer place under the King and the fighting ended, castles did not need to be fortresses anymore. Instead, they structurally evolved into magnificent, grand homes. Castle owners swapped their dark, defensive walls for beautiful, big glass windows to let in the light, and they planted sprawling, elegant gardens. This fascinating topic connects perfectly with our Geography work on landscapes and our Art studies on grand buildings!

Geography - Local Area - Castles and Stately Homes

Under peaceful rule, Northumberland became a much safer place to live, which completely changed how castles were built. Instead of needing heavy stone walls, deep ditches, and high hilltop positions to keep out invaders, people no longer had to live in constant fear of attacks. Because safety was no longer the main priority, landowners began pulling down their dark, cold defensive forts to build open, grand estates designed for comfort and leisure. They traded tiny arrow slits for massive, beautiful glass windows that let in the sunshine, and replaced muddy battlegrounds with elegant, rolling gardens and managed parks. This massive shift in land use shows how humans interact with their environment; once the landscape stopped being a zone for war, it became a beautiful place to welcome guests, show off wealth, and enjoy peaceful country life.

RE

In Year 3 Religious Education, children explore what it means to follow God and how different worldviews guide how people live. First, we examine the story of Noah to understand the concept of a **covenant**—a solemn, deep promise made by God—and link this to the lifelong promises Christians make to each other during a wedding ceremony, thinking about how we can keep our own promises and care for our school and wider world. Next, we compare Christian and Humanist beliefs about what makes people good or bad; children learn that Christians believe humans are made in the image of God but are "fallen" (prone to making bad choices), while Humanists believe people can be "good without God" by using empathy and reason. Through these topics, pupils discuss why following a moral code helps communities stay safe and fair, while raising their own big questions about how we should treat one another in the world today.

Computing

In our Computing sessions this term, the children have been exploring how technology and communication connect our world. They began by learning the fundamentals of computer networks, discovering how digital devices use wires or wireless signals to connect to a central hub—like a switch or a router—to share information safely in a local network. Translating these connection skills into creative media, the children then practiced framing and capturing a clear sequence of 3–5 photographs to tell a logical, structured story in a digital slideshow. **This project beautifully linked to our PSHE curriculum, as the children reflected on the importance of digital safety, meaningful communication, and how we collaborate responsibly as a connected community.**

Art

Working with colour - Watercolour - Castles

This term, Year 3 artists are exploring the enchanting world of castles through the medium of watercolour. Students will dive into essential color theory, learning how to use warm yellows and reds to capture sunny days, and cool blues and greys to depict weathered stone structures. Through hands-on practice, they will master core watercolour techniques, including the flat wash for smooth, solid blocks of color, and the graded wash to create beautiful transitions from dark to light pigment. They will then apply these skills to simple architectural shapes, bringing 2D stone structures to life with a realistic sense of light and shade. This creative project beautifully bridges their learning with History and Geography, allowing them to visualize the landscapes and fortresses of the past.

Enrichment Activities:

- Upper Redesdale Show artwork
- Harvest celebrations at church
- Pupil Parliament Elections
- World Mental health Day
- History Workshops
- Fire Safety Assembly
- Antibullying Week
- Christingle at church
- Christmas Play

Design and Technology

Cooking and Nutrition - Christmas Chocolates (Enterprise project - stall at the Christmas fair)

This term, our Year 3 designers are stepping into the role of chocolatiers. The children will explore the science and craft of chocolate making, tracing the journey of cacao "from bean to bar" to learn how harvesting, fermenting, and roasting create the chocolate we eat. Pupils will develop vital life skills by learning to zero digital scales for precise metric measurements and using the safe "claw-grip" cutting technique to chop ingredients. We will compare the nutritional profiles of vitamin-rich toppings like dried cranberries and apricots against traditional sugary options like sprinkles. Finally, blending design with mathematics and marketing, the children will calculate costs, and create beautifully labeled, bespoke packaging.

Music

In Year 3, children are developing their musical knowledge, skills, and creativity through exciting, practical music-making experiences. Delivered by Justin Radford through our partnership with the Northumberland Music Service, these weekly sessions give the children fantastic opportunities to listen to a range of styles, explore rhythm and notation, and participate in lively group performances.

PE

In Year 3, Physical Education (PE) is delivered in partnership with the **Newcastle United Foundation** to help children develop vital physical skills, coordination, teamwork, and a strong understanding of healthy, active lifestyles. Alongside their field sports, pupils also participate in swimming lessons designed to build the confidence and competence needed to swim proficiently over a distance of at least 25 metres. Throughout the year, children will practice an effective range of strokes—including front crawl, backstroke, and breaststroke—while mastering essential water safety techniques to perform safe self-rescue in different aquatic situations.

French

This term, our Year 3 pupils are taking their very first steps on an exciting language-learning journey, starting with our introductory unit "J'apprends le français" (I Am Learning French) and moving on to "Les animaux" (Animals). In their first weeks, the children will learn how to confidently greet others, introduce themselves, and express how they are feeling. They will then transition into building their very first sentences in French by mastering 10 familiar animal nouns alongside their correct indefinite articles (*un* or *une*). By combining this new vocabulary with the high-frequency first-person verb "Je suis" (I am), the children will develop the skills to proudly speak and write short, complete phrases, such as *"Je suis un lion"* (I am a lion)!

Links to the world of work:

- Investigating castles introduces roles in heritage, archaeology and architecture
- science and maths develops skills used in healthcare, engineering and research.
- Our chocolate enterprise project gives children experience of product design, budgeting and marketing.
- Creative work in art, music and computing highlights careers in the creative industries.