



**Barn Croft Primary School**  
**Autumn 1 2023-2024**  
**Year 3 Curriculum Newsletter**

**Children are expected to read at home daily.**  
**Practice on Times Tables Rockstars three times weekly.**

**Open Homework**

**Children can complete a piece of writing, research, art, project, comic etc. about any area of their learning this half term and bring it to school to share with their peers.**  
**Due Monday 16<sup>th</sup> October 2023 (optional project)**

**Maths**

Addition of three addends, (associative and commutative laws, identifying two addends that make 10). Addition of two addends bridging the 10s boundary. Subtracting across the 10s boundary - *through or from* ten. Using known strategies for addition and subtraction across the 10s boundary, combined with unitising to count and calculate across the 100s boundary in multiples of 10. Counting and calculating across the 100s boundary.

3-digit numbers can be composed additively from 100s, 10s and 1s - using this structure to support addition. Each number on the 0-1,000 number line has a unique position. The smallest 3-digit number is 100, the largest is 999

Comparing two 3-digit numbers by examining the 100s digits, then the 10s digits, then the 1s digits.

3-digit multiples of 10 can be expressed multiplicatively & additively, in terms of 10s or 100s.

Known facts and strategies for addition and subtraction within and across 10 and 100 are used to support additive calculation within 1,000. Familiar counting sequences are extended up to 1,000.

**This Term's Whole Class Text: Iron Man by Ted Hughes**

A giant metal robot arrives on a beach and is discovered by a young boy named Hogarth. The people of the town are initially afraid of the Iron Man and angry that he eats their farm machinery. He is lured into a trap but manages to escape. The villagers realise he is no threat and he begins to live peacefully with them. A giant space creature arrives and threatens the Earth, but the Iron Man outwits it and peace is restored to the Earth.

**English**

Exploring how characters and settings are developed through description, comparison and dialogue, leading to independently writing a first-person narrative.

Exploring the structure and features of a non-fiction text leading to independently writing a non-chronological text - using formal language, the correct text structure and the correct grammar as taught.

**Reading**

Retrieving and recording information from a text  
Deciding if statements about a text are true or false  
Using inference to gain additional information about a character's thoughts and feelings from their actions and speech  
Making predictions  
Evaluating a character  
Summarising part of a text

**Science – Movement and Nutrition**

Studying the human skeleton, children identify key bones and compare them to other animals explaining the role within the body. They explore how changes in muscles result in movement and the implications these discoveries have in the scientific development of prosthetic limbs. They study how energy is used by the body, what constitutes a balanced diet in humans and how research contributes to nutritionist expertise.

### **Religious Education**

Children understand how and where Judaism was founded. They can explain the Jewish way of life, including: main beliefs; special places; festivals; what the Jewish Holy Book is called and how it is used; and will name and explain the meanings of Jewish symbols.

### **PSHE/RHE**

Relationships, including appropriate touch, personal space and people who are important to us and care about us. We will also be reading books which celebrate being welcoming: 'My Name is not Refugee' and 'Beegu'.

### **Computing**

Online safety:

- the importance of a secure password
- making a class blog
- awareness of what we use the internet for
- writing emails
- digital footprints
- consideration of who can access our information

### **Humanities: History**

Children will learn about Prehistoric Britain, in particular:

- life during the Ice Age
- early human tools
- life in a Stone Age settlement
- the use of bronze for tools and weapons
- Skara Brae and other Stone Age sites

### **Creative Design: Art and Design**

#### **Gestural Drawing with Charcoal**

Making loose, gestural drawings with charcoal, and exploring drama and performance.

- That when we draw we can use gestural marks to make work.
- That when we draw we can use the expressive marks we make to create a sense of drama.
- That when we draw we can move around.
- That when we draw we can use light to make our subject matter more dramatic, and we can use the qualities of the material (charcoal) to capture the drama.

### **French**

French greetings  
My name is...  
Finger puppets  
How are you?  
French finger rhymes

### **PE**

Team games