



# Holy Trinity C of E Primary School Curriculum Overview

**Term: Autumn**

**Year: 3**

## Year 3: Our key adults

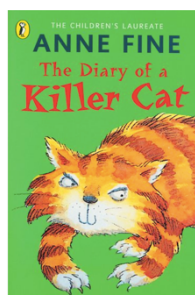
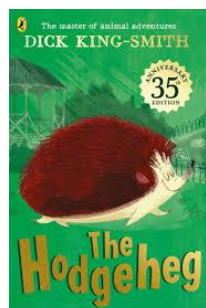
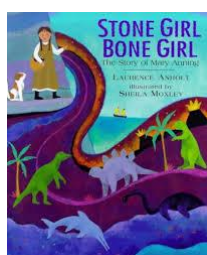
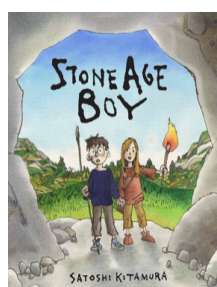
**Class teacher:** Ms L. Malhotra

**Support staff:** Ms. S. Conneely, Mr Paul, Ms. Maxime

**Other important adults:** Ms Mackenzie (Head teacher), Ms Mather (Deputy head), Mr Gorner- Patel (Assistant Head and SENDco), Chelsea Sewell (Admin officer), Mr Aaron (Attendance officer and PE coach).

## Homework and reading books- Thursday

### Texts we will read in English lessons



- Adding and subtracting across 10
- Composition and comparison of number from 0-1000
- Right Angles

For more information on the Maths curriculum we use at Holy Trinity, please click here:



<https://www.ncetm.org.uk/classroom-resources/cp-year-3-curriculum-map/>



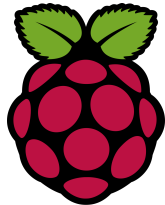
### Reading

Prediction	Inference	Prediction
At the beginning of the story... The author suggests that... The character thinks that... This book belongs to the "genre" because... The word/phrase is important because...	The word "tells us that..." because... The phrase "tells us that..." because... The part "tells us that..." because... I think this means... The expression "tells us that..." because... This suggests that... The character "tells us that..." because... The character "tells us that..." because... The mood is "because..."	I predict that "because..." I believe the character will "because..." The next event will be "this is because..." I imagine the character will "because..." Evidence from the text suggests that the character's will "because..."
Vocabulary	Summarising	Making links
The word "suggests that..." The phrase "suggests that..." The author has used the word/phrase "to show..." I think the word "means..." because...	The paragraph "is about..." This chapter "is about..." The key idea "is this is because..." The theme is "this is because..." The title "works and because..." The book is about... It "works the character is..." It "works the mood is..."	This reminds me of "because..." This is similar to... The character "reminds me of..." The setting is similar to... This makes me think of... The plot is similar to... I think the genre is "this is because..." The theme is similar to "because..."

Strong reading skills are vital for success across the curriculum, but they also nurture creativity and expression. By seeing how authors use language, structure, and style our methodology ensures reading is about more than just recognising words — it's about understanding, enjoying, and thinking deeply about what we read.

From year 2 upwards, children are taught strategies such as predicting what might happen next, working out tricky vocabulary, asking questions, and making inferences to uncover hidden meanings. These skills not only help them make sense of stories and information but also inspire their own writing. The more children read, the more ideas, words, and styles of writing they absorb, which strengthens their imagination and expression.

Science	Religious Education
<p><b><u>Rocks, Soils and Fossils</u></b></p> <ul style="list-style-type: none"> <li>● Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>● Describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>● Recognise that soils are made from rocks and organic matter</li> </ul> <p><b><u>Forces: friction and magnets</u></b></p> <ul style="list-style-type: none"> <li>● Compare how things move on different surfaces</li> <li>● Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</li> <li>● Observe how magnets attract or repel each other and attract some materials and not others</li> <li>● Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</li> <li>● Describe magnets as having 2 poles</li> <li>● predict whether 2 magnets will attract or repel each other, depending on which poles are facing</li> </ul>	<p>At Holy Trinity, we follow the RE Curriculum designed by the LDBS. More information about the LDBS curriculum can be found here:</p> <p><a href="https://ldbs.co.uk/primary-re-syllabus#gsc.tab=0">https://ldbs.co.uk/primary-re-syllabus#gsc.tab=0</a></p> <p>This term we will answer the following questions:</p> <p><b>What is the Bible's Big Story?</b></p> <p><b>How did advent and Epiphany show us what Christmas is really like?</b></p> 
History	Geography
<p><b><u>Stone Age to Iron Age:</u></b></p> <ul style="list-style-type: none"> <li>● Archaeologists dig up artefacts to learn about people's lives in the past.</li> <li>● Prehistory is the time before written records.</li> <li>● BCE stands for 'before common era' (before the year 0 and CE for 'common era' after the year 0).</li> <li>● The Stone Age period is said to have started around 3 million years ago, and is split up into 3 periods: Palaeolithic, Mesolithic and Neolithic.</li> <li>● The Stone Age was followed by the Bronze Age period. This is when humans started to use metal.</li> <li>● The Bronze Age was followed by the Iron Age when tools and weapons became more advanced.</li> <li>● During the Stone Age, people's life-styles changed from hunter-gatherers to agriculture.</li> <li>● Cave paintings, Skara Brae, Stonehenge and hill forts provide evidence for how people lived in each of these 3 periods of time.</li> </ul>	<p><b><u>The UK and Europe- Villages, Towns and Cities:</u></b></p> <ul style="list-style-type: none"> <li>● The UK is an island country in the continent of Europe.</li> <li>● The UK is divided into administrative areas called counties.</li> <li>● Know the names of, and locate, at least five counties and five cities in England.</li> <li>● Know why most cities are located by a river.</li> <li>● Know how a hill is different from a mountain.</li> <li>● Know and describe the course of a major UK river.</li> <li>● Know how to plan a journey within the UK, using a road map.</li> <li>● Know what most of the ordnance survey symbols stand for.</li> </ul> 

Art and Design Technology	Personal, Social, Health and Citizenship Education
<p><b><u>Art- Stone Age (Cave Art/expressive drawing)</u></b></p> <ul style="list-style-type: none"> <li>● To explore similarities in different cave paintings.</li> <li>● To use crayons to replicate Stone Age handprints.</li> <li>● To draw a scene replicating life during the Stone Age.</li> <li>● To draw prominent animals from the Stone Age.</li> <li>● To apply techniques such as smudging and spreading to create Cave Paintings.</li> <li>● To design a Stone Age scene, choosing appropriate colours.</li> </ul>  <p><b><u>Landscapes - Monet</u></b></p> <ul style="list-style-type: none"> <li>● To analyse the features and techniques in a landscape painting.</li> <li>● To apply foreground, middle ground, and background techniques.</li> <li>● To emphasize reflection in a landscape.</li> <li>● To create a piece of landscape art.</li> <li>● (3 lessons, building foreground, middle ground, background using lines, considering specific detail)</li> </ul>	<p>PSHCE is taught using the Jigsaw scheme of work.</p> <p><b><u>Being Me in My World</u></b></p> <ul style="list-style-type: none"> <li>● Feeling safe, belonging, choices, rewards, consequences, responsibilities.</li> </ul> <p><b><u>Celebrating Differences</u></b></p> <ul style="list-style-type: none"> <li>● I can tell you about a time when my words affected someone's feelings and what the consequences were.</li> <li>● I can give and receive compliments and know how this feels.</li> </ul> 
Physical Education	Wider Curriculum
<p>PE Day- Thursday. Please wear your PE kit to school every Thursday.</p> <ul style="list-style-type: none"> <li>● <b>Handball</b>, developing: ball skills (send and receive) and team work.</li> <li>● <b>Gymnastics</b>, developing: balance, key shapes such as tucks, stars and rolls, jumping and landing, creating sequences.</li> </ul>	<p>British Values are taught and discussed through our whole school acts of collective worship and in our RE and PSHE lessons.</p> <ul style="list-style-type: none"> <li>● Music and singing are taught by our specialist music teacher.</li> <li>● Computing is taught through Digital citizenship and Raspberry Pi.</li> </ul> 

Many parents are keen to help their child by doing activities which support their education in school. Some suggested activities are listed below, linking to what we are studying this term.

- Visit Dalston Library and re-read some of the texts shown above. Consolidating texts is really helpful for your child to make connections with, and deepen understanding of, the stories they read.
- Take a trip to the park or canal and identify different rocks. What do you notice about the properties of the rocks?
- Visit The Natural History Museum and find out more about rocks, soils and fossils.
- Research the Stone age to Iron age through the internet or books at the library.  
<https://www.bbc.co.uk/bitesize/articles/zfg9bqt>
- Visit Crystal Palace Park and see the dinosaurs by lake, and play in the dinosaur themed playground. You can get there easily on the Overland from Dalston Junction!
- Lightroom UK has a wonderful exhibition on at the moment called Prehistoric Planet- Discovering Dinosaurs. <https://lightroom.uk/whats-on/prehistoric-planet/>
- Find out about Mary Anning and why she was a trailblazer in the world of palaeontology.
- What can you find out about magnets using fridge magnets at home? Do they attract or repel?
- Look at a range of maps and atlases and discuss the difference between the UK, Great Britain and what capital cities we have in each country.
- Can you paint or sketch some stone age cave paintings?

**Important dates this for your diary:**

- Y4 and 5- Sports Inspired Festival at Britannia Leisure Centre- Wednesday 24th September
- PTA- Macmillan Coffee Morning- Friday 26th September
- School photos- Wednesday 15th and Thursday 16th October
- PTA- Black History Month Event- Thursday 23rd October
- Break up for Autumn half term- Friday 24th October
- INSET Day- Monday 3rd November- school closed to pupils
- Odd Socks Day- Monday 17th November
- Anti- Bullying Week- w/b 17th November
- Y3 Class Assembly- Tuesday 18<sup>th</sup> November
- Parents' and Carers' Evening- Wednesday 3rd and Thursday 4th December
- Year 2 Christmas production- Thursday 11th December
- Christmas lunch Tuesday 16th December
- PTA- Christmas Fair- Wednesday 17th December
- Break up for Christmas- Friday 19th December at 3.30pm