



North Town Primary School

A guide to the curriculum for Parents/Carers of children in Year 3
Autumn Term – 2025/2026



Through the Ages

In the Through the Ages project, we will learn about three different periods of British prehistory: the Stone Age, Bronze Age and Iron Age. We will discover terminology relating to time and sequence dates to make a timeline.

We shall explore the changes to people, homes and lifestyle throughout the different periods and investigate examples of prehistoric settlements, monuments, burials and artefacts in detail.

We will also study how technology improved over time, including how the discovery of different metals changed the way people lived.



English

Writing

In writing this half term, the children in Year 2 will be starting the year by focusing on *The Place Value of Punctuation and Grammar (PVPG)*. Just like we revisit place value in maths every year, PVPG ensures that all children secure a strong foundation in sentence structure before moving on to more complex writing. During these lessons, the children will learn to recognise and understand the “building blocks” of a sentence - nouns, verbs, subjects and clauses - and how punctuation works to organise and clarify meaning.

PVPG is taught within our Writing lessons and is not a separate unit; instead, it underpins all writing across the curriculum. The children will revisit and consolidate their understanding of grammar objectives from earlier years, while also moving forward with age-appropriate challenges. This enables them to write with greater accuracy and confidence, ensuring that when they approach longer pieces of writing, they are secure in using punctuation and grammar effectively.

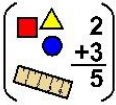



In Autumn 2, after completing the PVPG unit, the children in Year 2 will apply their skills through two writing outcomes. First, they will write a non-chronological report based the books, *How to Wash a Woolly Mammoth* by Michelle Robinson & Kate Hindley and *The First Drawing* by Mordicai Gersten. This type of writing allows children to focus on clear subject–verb sentences while presenting factual information.








Following this, the children will move on to writing a recount based on the book *Jack and the Baked Beanstalk* by Colin Stimpson. The children will be writing a letter. Writing recounts gives the children the opportunity to practise past tense structures while applying accurate punctuation and grammar. Both of these outcomes are designed to help children consolidate their PVPG learning, enabling them to write with precision and independence before progressing to more extended writing in the Spring term.

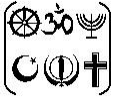


Reading

We will be developing our reading skills daily. This will either be through daily phonics lessons or focused guided reading sessions.

As well as having opportunities to read in class and visit our school library, we hope you will join us in helping further their love and passion for reading by ensuring they read regularly at home. Reading can be done independently or aloud, with questions being asked to check understanding, learn vocabulary and expand comprehension skills.

	<p>We will be using our 'Accelerated Reader' scheme to support reading at home. Teachers will be checking the system daily to assess the amount of time children spend reading, as well as the quality of what they are reading and then will have conversations based on this. Please make sure your child is reading their Accelerated Reader book at home, as well as in school, and quizzing when they have finished.</p> <p>Spelling</p> <p>In class, we will be using the Grammarsaurus spelling scheme to teach spelling. This scheme helps children to understand spelling in more depth by focusing on morphology (how words are built from smaller parts, such as prefixes and suffixes), etymology (where words come from and how their history influences spelling), and orthography (the rules and patterns of how words are written). This approach supports children in developing strategies to work out and remember spellings, rather than simply memorising lists. Alongside this, weekly spelling homework will be set using Spelling Shed. Please note that these homework activities are not directly linked to the Grammarsaurus lessons taught in class; instead, they focus on practising common exception words (those tricky words that don't always follow usual spelling rules), helping children to secure these essential spellings.</p>
 <p>Mathematics</p>	<p>During the Autumn term, we will be looking at numbers up to 1000, using place value grids, number lines, comparing and ordering numbers, adding numbers up to 3 digits, subtraction of numbers up to 3 digits, estimation, multiplication and division of numbers using our times table knowledge.</p> <p>Times Tables</p> <p>The children will focus on the times tables. We practice our times tables daily by learning, recalling and testing ourselves on an increasing range of multiplication facts. The children will have 2 minutes to complete each times tables quiz and then we mark their work together by chanting the multiplication facts and their answers. This 'little-and-often' method also helps your children develop resilience and an understanding that practice and hard work lead to success! We encourage you to help your children learn their multiplication facts at home to benefit their overall Maths skills. You must ensure that your child regularly plays Times Table Rock Stars (TTRS) at home to improve the speed of their fact recall. There will be school rewards for playing TTRS at home both in our classes, across our school and with the schools in the Richard Huish Trust.</p>
 <p>Science</p>	<p>In our Science project, 'Animal Nutrition and the Skeletal System' we will revisit prior learning about living things, including how animals can be carnivores, herbivores or omnivores, needing food, water, air, shelter, sleep and space to reproduce and survive. We will use the term 'nutrition' and learn that humans need a balanced diet containing various foods in the right proportions from the main food groups. Later in the term, we will explore the function of the human skeleton, including locating major bones and understanding how joints help us move. To complete our learning, we will generate scientific questions on the theme of nutrition, skeletons and muscles and use observation or research to find the answers.</p>
 <p>Art</p>	<p>We will be looking at "Contrast and Compliment". This project teaches us about colour theory by studying the colour wheel and colour mixing.</p> <p>It will include an exploration of tertiary colours, warm and cool colours, complementary colours and analogous colours, and how artists use colour in their artwork.</p>
 <p>DT</p>	<p>We will be learning about food groups and the "Cook Well, Eat Well". We will also be looking at different methods of cooking and preparing food. We will be challenged in designing a balanced and healthy meal towards the end of term.</p> <p>In the "Prehistoric Pots" project, we will learn about Bell Beaker pottery. We will explore different clay techniques, which we will use to make and decorate a Bell Beaker-style pot.</p>

 Computing	<p>This unit is called connecting computers and will challenge us to develop our understanding of digital devices, with an initial focus on inputs, processes, and outputs. We will start by comparing digital and non-digital devices, before being introduced to computer networks that include network infrastructure devices like routers and switches.</p> <p>We will also be looking at online safety; focusing on Self Image and Identity. We will explore the differences between online and offline identity, beginning with self-awareness, shaping online identities and how media impacts gender and stereotypes. We will identify effective routes for reporting and support and explore the impact online technologies have on self-image and behaviour.</p>
 Spanish	<p>This term, children will revisit previously learning, including recapping basic Spanish skills such as greetings, asking and answering simple questions.</p> <p>In Autumn 2, the children will learn to name numbers from 50 to 100 while revisiting numbers from 0 to 50. They will practise recognising these numbers in written form and understanding them when heard.</p>
 Physical Education	<p>We will be taught P.E. weekly during the teachers' PPA time.</p> <p>During the Autumn term, we will be working on sessions based around ball handling skills and agility. We will work on passing, catching and collecting a ball with efficiency and control, in games and activities that offer opportunities to work collaboratively and be creative.</p> <p>During the activities, there will be lots of interference, meaning children will need to be aware of the space everyone is in. Personal best targets will be included also.</p> <p>Our Real PE lessons will be based around cooperative activities.</p> <p>Additionally, we will have a P.E session with our teacher where the focus will be developing our footwork and coordination.</p> <p>Please make sure that your child wears their P.E. kit to school every Tuesday and Friday.</p>
 Music	<p>This term, we will start by looking at a Rhythm and Blues song called "Let Your Spirit Fly" by Johanna Mangona. We will also be looking at Western Classical, Musicals, Motown and Soul music.</p> <p>Topic and cross-curricular links: Historical context of musical styles.</p> <p>Then, we will be looking at the Glockenspiel as an instrument. We will be learning basic instrumental skills by playing tunes in varying styles.</p> <p>Topic and cross-curricular links: Introduction to the language of music, theory and composition.</p>
 History	<p>In the "Through the Ages" project, we will learn about three different periods of British prehistory: the Stone Age, Bronze Age and Iron Age. We will discover terminology relating to time and sequence of dates to make a timeline. We shall explore the changes to people, homes and lifestyle throughout the different periods and investigate examples of prehistoric settlements, monuments, burials and artefacts in detail. We will also study how technology improved over time, including how the discovery of different metals changed the way people lived.</p>
 Geography	<p>As a companion subject linked to our topic, "One Planet, Our World" will be looking at locating countries and cities and using grid references, compass points, latitude and longitude. We will learn about the Earth's layers and plate tectonics and the 5 major climate zones.</p>
 PSHE&C	<p>We will be following the Jigsaw Year 3 planning which focuses on "Being Me in My World". This will include becoming a class team, what a school citizen is, rights and responsibilities together with rewards and consequences.</p>

 <p>RE</p>	<p>The focus here is on exploring human nature. What are we made of? Do we have a 'spiritual' nature? What are the most worthy human characteristics? How might communities of different sorts help us make the most of life? Children explore some of the stories and festivals of Christianity and Judaism in their search to develop and deepen their own understanding of what may be most important in life.</p>
 <p>Children's Rights</p>	<p>We will be learning about the following rights through our topic sessions: Article 13 Freedom of Expression – Every child must be free to say what they think and to seek and receive information. Article 17 Access to information from the mass media – The media should provide information that children can understand. Article 29 Goals of Education – Education must develop every child's personality, talents and abilities to the fullest.</p>
 <p>Homework</p>	<p>We will receive optional half-termly topic homework, where they can complete a range of activities and earn points which can be exchanged for Dojo points.</p> <p>Listening to your child read and discussing their book with them will support them greatly with their reading comprehension development.</p> <p>Times table practice should be practiced daily. Each week, there will be a fact to learn in class. Every fortnight, we will send home 5 times table facts that are personal targets for your child to learn at home. These should be memorized and an improvement should be seen the following fortnight.</p> <p>Children will be set a list of 5 Common Exception Words per week. They must be learnt These will not link to what they will be taught as part of Grammarsaurus spelling lessons as these words do not follow the regular spelling patterns.</p>
<p>Other information</p>	<p>Autumn Term:</p> <p>Monday 1st September - Inset Day.</p> <p>Tuesday 2nd September - Inset Day</p> <p>Wednesday 3rd September - Y1-6 children in.</p> <p>3rd - 5th September - Pippins home visits.</p> <p>8th - 11th September - Pippins settling in sessions.</p> <p>Friday 12th September - Pippins start Full time.</p> <p>Wednesday 17th September – Year 3 sports festival @ Castle school.</p> <p>Thursday 25th September – Individual photographs.</p> <p>Friday 3rd October - MUFTI Day.</p> <p>Friday 10th October - Flu vaccinations.</p> <p>13th -17th October – Year 6 Charterhouse.</p>

<p>Thursday 23rd October - Open morning for new intake.</p> <p>27th - 31st October – SCHOOL CLOSED - Half term.</p> <p>Monday 3rd November - SCHOOL OPEN – Autumn Term 2.</p> <p>Thursday 6th November (3:30pm – 6:15pm) – Parents’ Evening.</p> <p>Friday 7th November – MUFTI Day – Chocolate Donations</p> <p>Tuesday 11th November (3:30pm – 6:15pm) – Parents’ Evening</p> <p>Thursday 13th November - Open morning for new Intake</p> <p>Friday 21st November - Children in Need and DISCO.</p> <p>Friday 5th December – MUFTI Day.</p> <p>Friday 5th December (3:30pm – 5:00pm) – Christmas Fayre.</p> <p>Monday 8th December – YR, Y1, Y2 Dress Rehearsal.</p> <p>Tuesday 9th December – Year 2 Singalong.</p> <p>Wednesday 10th December – Reception Singalong.</p> <p>Thursday 11th December – Year 1 Singalong.</p> <p>Friday 12th December – Nursery Singalong.</p> <p>Friday 12th December – Christmas Jumper Day.</p> <p>Wednesday 17th December – Christmas Dinner Day.</p> <p>Thursday 18th December (am) – KS2 Christmas Service.</p> <p>Thursday 18th December (pm) – Christmas parties.</p> <p>Friday 19th December – INSET DAY.</p> <p>Saturday 20th December – 4th January – Christmas Holidays.</p>

Thank you for your support and we look forward to the beginning of our productive partnership with you.

Mr Hooper, Miss Blake,
Mrs Russell, Mrs Waterton, Mrs Tidmarsh,
Mrs Kelly, Mrs Smythe, Mrs Clifton, Mrs Collins.
(Learning Support Assistants)