

Dear Year 3 Parents / Carers,

Friday 24th October 2025

Year 3 Curriculum Letter - Autumn 2

Message from the teachers

We are all so excited to continue our learning in Year 3 this half term as we approach the end of the 2025. There is so much to look forward to this half term including our pedestrian training, teaching us how to cross the roads safely. Also the run-up to Christmas is always an exciting time. This letter will give you an idea of some of the lessons your child can look forward to during this half term.

Our Core Values

Happiness: we spread joy to those around us.

Compassion: we care and are kind to all.

Respect: we treat others as we like to be treated.

Teamwork: we work well with everyone.

Year 3 Staffing

Willow class teachers: Miss Troup

Iroko class teachers Miss Morse and Mrs Hooson-Jones

Year 3 learning support assistants: Mrs Clarke and Mrs Eyre

Communication

You can email class teachers directly on the class email accounts and we will do our best to get back to you within two working days.

willowclass@harefieldjunior.com

irokoclass@harefieldjunior.com

Homework

Homework, along with answers, will be sent out each Friday to be returned the following Friday.

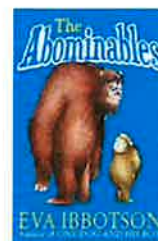
Reading books will be sent home on Mondays and a new reading book will only be sent home once the previous book has been returned on the following Monday.

Autumn Term Learning

This half term we will be learning the following in each subject area.

English

Year 3 will be reading 'The Abominables' by Eva Ibbotson in English this term, a story linked to going on a journey. We will create 'Journey' stories based on this, where characters face a variety of people or challenges, as they travel. Later this half term, we will use the same text to create a recount.



Mathematics

In maths this half term, year 3 will be consolidating their knowledge of addition and subtraction. Then, we will be working on multiplication and division, to solve calculations and word problems using manipulatives, concrete resources, and reasoning. An example of the type of reasoning problems is:

Are the statements about sharing or grouping?

Teddy puts pencils into pots.
He has 25 pencils and puts
5 pencils in each pot.

Filip has 15 books.
He gives each of his friends
an equal number of books.

Annie has 12 sweets.
She puts the same number
of sweets in each party bag.

Explain your reasoning.

Physical Education

The two P.E. units in year 3 this half term will include the fundamentals of invasion games, and dodgeball. During indoor PE they will learn the rules of dodgeball and how to play together effectively as a team.

For our outdoor PE lessons, it will either be Forest school sessions or PE. More details to follow.

Our PE days are:

Outdoor PE Thursday – Iroko class

Forest School Thursday – Willow class

Indoor PE Wednesday – Willow and Iroko classes.

Forest School

Forest school will be taking place each **Thursday** afternoon for **Willow** class this half term. The children will be given opportunities to learn in nature, building a range of skills and observations over a range of seasons. Please ensure your child brings their forest school clothing in to school in a bag on Wednesdays.

Design and Technology

In design and technology, the children will be doing the 'Great bread bake-off' where they will investigate and evaluate existing bread products, and then design, make and evaluate their own bread product.

Music

We are very fortunate to have a specialist music teacher in school every week to teach Year 3 music lessons.

Computing

In computing lessons, children will continue their learning on word processing skills as well as consolidation of skills like formatting text, using the snipping tool, screen shots and using secure passwords.

Personal, Social, Health and Economic Education

'Celebrating Difference' is the next PSHE unit, where the children will begin to think about different conflicts that might happen and how words can be used in hurtful or kind ways when these conflicts happen, and use these discussions to help them if they find themselves in a similar situation.

In **Science** Year 3 will be learning about nutrition and diet – attached is a knowledge organiser with more information about what the children will be learning in this unit.

In **History** Year 3 will be learning about Ancient Egyptians - attached is a knowledge organiser with more information about what the children will be learning in this unit.

In **Religious Education** Year 3 will be learning about The Nativity Story - attached is a knowledge organiser with more information about what the children will be learning in this unit.

In **French** Year 3 will be learning language 'all about me' - attached is a knowledge organiser with more information about what the children will be learning in this unit.

Please feel free to contact us via the class email accounts should you have any questions over the term ahead.

Yours faithfully

Miss Morse, Miss Troup, Mrs Hooson-Jones, Mrs Eyre and Mrs Clarke

Key Vocabulary

fruit and vegetables – provide the body with vitamins and minerals



carbohydrates – provide the body with energy



protein – helps the body to build and repair muscles



dairy – can help young children to form healthy bones and teeth



fats – healthy fats provide energy whilst unhealthy fats can cause weight gain if eaten too often



sugar – a substance used to make food and drinks sweet



balanced diet – a diet that fulfills a person's nutritional needs



balanced meal – a meal that has a wide variety of food in the correct proportions



nutrition – taking in and using food to keep the body healthy



Eatwell Guide – a guide that shows how much we should eat approximately from each food group



vegan diet – a diet that does not include meat or animal products



vegetarian diet – a diet that does not include meat but does include animal products such as cheese or eggs



pescatarian diet – a diet that includes fish but no other meat products



omnivorous diet – a diet that includes all food types



diet – the food a living thing needs



herbivore – an animal that eats plants



carnivore – an animal that eats other animals



omnivore – an animal that eats other animals and plants



Knowledge

- Humans need the right types and amount of food.
- Humans get their nutrition from what they eat.
- Food can be sorted into five food groups – fruit and vegetables, carbohydrates, protein, dairy and alternatives and fats and sugars.
- Fruit and vegetables provide the body with essential vitamins.
- Carbohydrates provide the body with energy.
- Protein helps with muscle growth and repair.
- Dairy products contain calcium, which is good for teeth and bones.
- Fats can be grouped into healthy and unhealthy fats.
- Humans need to eat a healthy, balanced diet to maintain good health.
- Humans should eat a wide variety of foods and consume the right amount to maintain a healthy body weight.
- The Eatwell Guide shows how much of each food group we should eat to achieve a healthy and balanced diet.
- All humans need a balanced diet including food from all five food groups.
- There are a variety of human diets including vegan, vegetarian, pescatarian and omnivorous diets.
- People who eat a vegan diet get protein from sources that are not animal products.
- Animals need the right type and amount of nutrition. They cannot make their own food, instead they get their nutrition from what they eat.
- Some animals are carnivores – they eat other animals.
- Some animals are herbivores – they only eat plants.
- Some animals are omnivores – they eat plants and other animals

Key Vocabulary

food waste – food that is safe to eat but is thrown away instead



landfill – an area or site where waste materials are disposed of. The waste is often buried underneath the ground



food label – information shown on food packaging

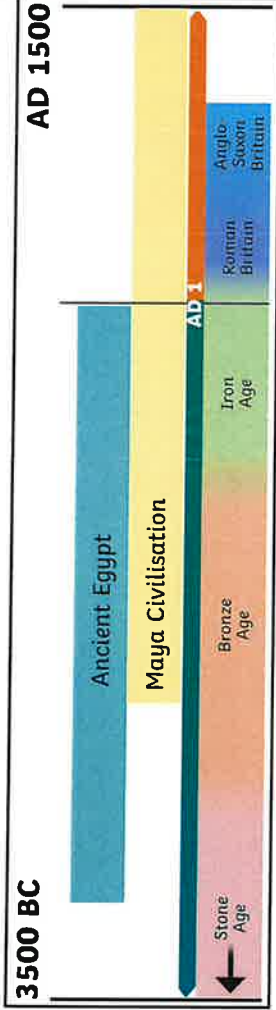
Energy	Fat	Saturates	Sugars	Salt
1046kJ 250kcal	3.0g	1.3g	34g	0.9g
13%	LOW	LOW	HIGH	MED
	4%	7%	38%	15%

compost – a material used to help plants grow



Knowledge

- Food waste is food that is safe to eat but is thrown away instead.
- Some food can be turned into compost.
- A lot of food waste ends up in landfill sites, where it rots and has negative impacts on the planet.
- Food waste is food that is safe to eat but is thrown away instead.
- There are different ways that food waste can be reduced.



Key Vocabulary

ancient	Something from a very long time ago.
civilisation	A human society with well-developed rules and government, often where technology and the arts are considered important.
Egypt	The country on the continent of Africa where the ancient Egyptian civilisation was created.
hieroglyphics	A system of writing that consists of pictures and symbols (hieroglyphs) instead of letters.
irrigation	A system of canals or channels dug by the Egyptians to supply water to grow crops over a larger area than the water would naturally reach.
the Nile	A river that runs through Egypt. It was essential to life in ancient Egypt.
pharaoh	A ruler of ancient Egypt.
tomb	A sealed room where a person was placed after death.

Historical Skills Vocabulary

BC	Used to show that a date is before the year AD 1. This is counted backwards so 200 BC is before 100 BC.
AD	Used to show that a date is after the year AD 1. This is counted forwards so AD 100 is before AD 200.

The Ancient Egyptian Empire

In c. 3000 BC, King Menes united two Egyptian kingdoms to build the empire of ancient Egypt. It lasted until 30 BC when the Romans took over.

The Nile

Life revolved around the Nile. Every year, it flooded and left behind a black silt that enriched the soil for growing crops. The river was also used to irrigate fields in other areas. The Nile was used for water, fishing and trade. Mud from the river banks was used to make bricks and papyrus plants were used to make paper. Most people lived along and around the Nile. This is still true in Egypt today.



A Pharaoh's Death

The ancient Egyptians built the pyramids as resting places for the pharaohs.

When a pharaoh died, priests would prepare their bodies with a process called mummification.

The pharaoh was then placed in a tomb, often under a pyramid, with their most treasured possessions. The ancient Egyptians believed that these treasures would help them in the afterlife.

Gods and Goddesses of Ancient Egypt

The **ancient Egyptians** worshipped many gods and goddesses who were responsible for different aspects of life and death.

Horus	God of the sky. The ancient Egyptians believed a pharaoh was a god-like living version of Horus.
Thoth	God of wisdom. He is believed to have invented hieroglyphics and kept a record of all knowledge.
Ma'at	Goddess of truth. Pharaohs promised to follow Ma'at and be fair and honest.
Osiris	God of the dead.
Anubis	God of mummification. He weighed the hearts of the dead against Ma'at's feather. If the heart was lighter, the person could pass to the afterlife.



Writing (Hieroglyphics)

In **ancient Egypt**, scribes wrote on papyrus. Papyrus was a thick type of paper made from reeds that grew along **the Nile**. Scribes were mostly men who went to a special school to learn to write.

Scribes wrote using **hieroglyphs**. **Hieroglyphs** were used for religious texts and inscriptions on statues and **tombs**. They were also used for counting crops and animals so that the right taxes could be taken.



Did You Know...?

The Rosetta Stone was discovered in 1799. It was written in **hieroglyphs** and two other languages, including **ancient Greek**, which language experts could still read. They translated the **hieroglyphs** by comparing the languages. It took 20 years to translate all the text into modern language.

Tutankhamun

Tutankhamun was a **pharaoh** known more recently as the 'boy king' because he became **pharaoh** when he was 9 years old.

His **tomb** was discovered by Howard Carter and his team in the Valley of the Kings in 1922.

The discovery helped people to understand more about the **Egyptians** **pharaohs**.



Tutankhamun's death mask

Key Vocabulary

Nativity	The story from the Bible about the birth of Jesus.
Nazareth	The city where Mary and Joseph lived.
pregnant	Expecting a baby.
Bethlehem	The town where Jesus was born, sometimes known as The City of David.
census	A formal count of all the people who live in a particular place. The Roman census required couples to travel to the husband's place of birth.
inn	A house where travellers can stay.
manger	A long trough used to feed horses or cattle.
saviour	Someone who saves others from harm or bad deeds. Christians refer to Jesus Christ as their saviour.
worship	The feeling or act of showing respect, loyalty or love.

The Angel's Visit

Mary was engaged to be married to Joseph. An angel, called the angel Gabriel, visited Mary at her home in **Nazareth** to tell her that she was going to have a special baby. The angel said that the baby would be God's son and that she should call him Jesus.



Joseph and Mary (who was **pregnant**) had to travel to **Bethlehem** for the **census**. It was a long and tiring journey. When they got there, they found that all of the **inns** were full.

A Place to Stay

Mary and Joseph were offered a stable to stay in. This is where Mary had her baby. She named him Jesus and placed him in a **manger**.



The Shepherds

Shepherds watching over their sheep on a hillside near **Bethlehem** were surprised when an angel appeared.



The Saviour

The angel told them that a special baby had been born and that he would be a **saviour** to the people. Then, the sky was filled with angels singing.



astrologer	Someone who studies the position and movement of the stars and interprets these as having an influence on humans. The astrologers in the Nativity are also known as the Wise Men or the Three Kings.
Jerusalem	The holy city in Western Asia, where King Herod's Palace was located.
King Herod	The king of Judea, who was appointed by the Romans.
frankincense	An expensive tree sap that is burned during worship. It was given to show that Jesus was divine (came from God).
myrrh	A type of resin (sticky substance) produced by certain trees. It is often linked to death and was given to show the human suffering that Jesus would experience.

The Shepherds Visit Jesus

The shepherds went to visit baby Jesus in the stable. When they found him, they knelt down and **worshipped** him. They told Mary and Joseph about the angel's visit and that Jesus would be the **saviour** of the world.

King Herod

The Wise Men visited the palace in **Jerusalem**, as they expected the new ruler to be a royal baby.

King Herod was not pleased to hear of a new ruler. He asked the Wise Men to let him know where they found Jesus.

Escape to Egypt

Joseph had a dream in which an angel told him to save Jesus by taking him and Mary to Egypt. They stayed there for many years.



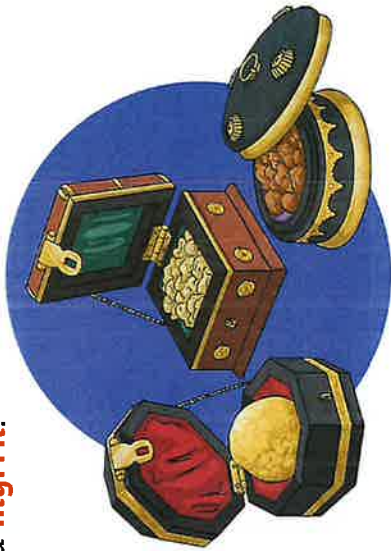
Some **astrologers**

noticed a new star in the sky. They knew it meant a great ruler had been born so they decided to follow it.



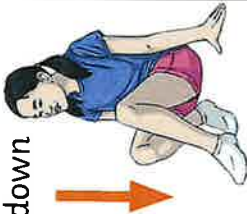
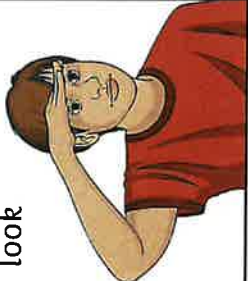
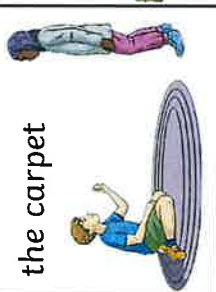
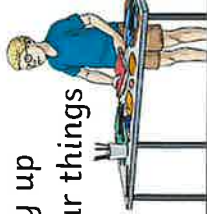
The Wise Men

The Wise Men found Jesus in the stable. They **worshipped** him and gave him gifts of gold (a symbol of kingship), **frankincense** and **myrrh**.

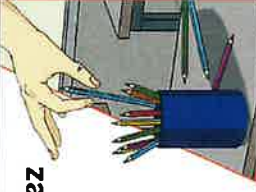
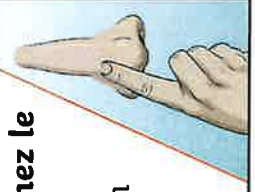
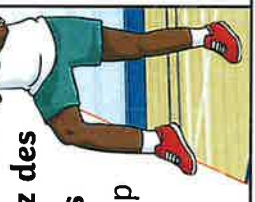


The Wise Men had a dream telling them not to let **King Herod** know where to find Jesus. **King Herod** gave orders that all baby boys in **Bethlehem** should be killed.

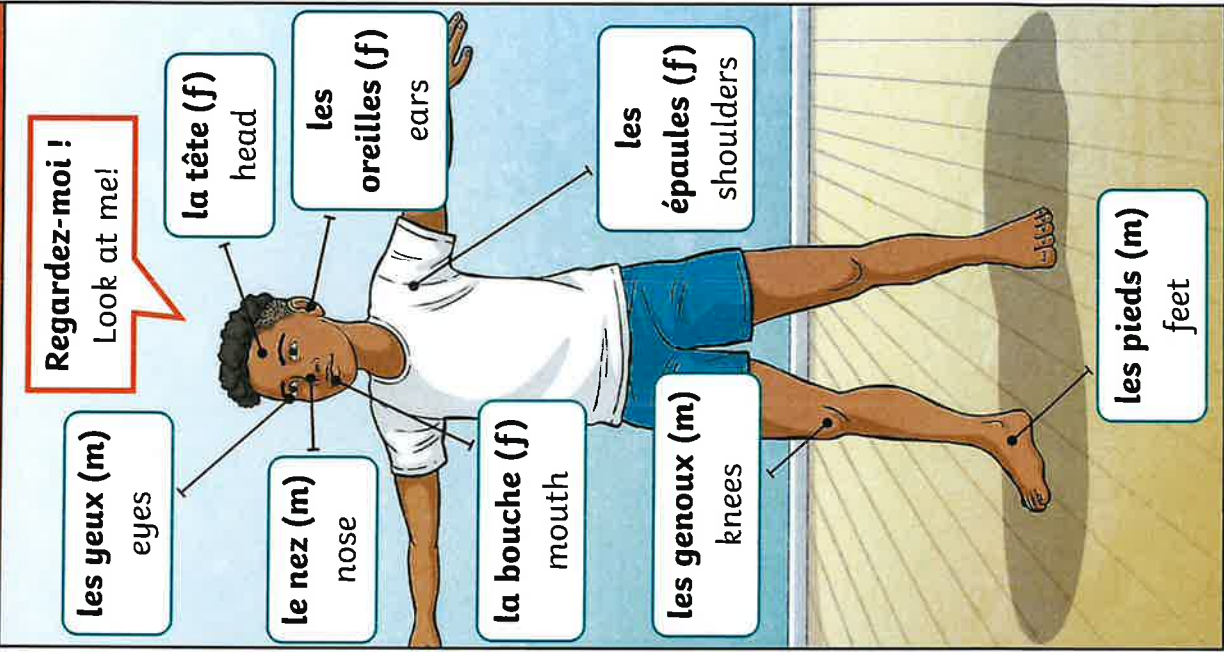
Key Vocabulary - Classroom Instructions

asseyez-vous sit down		levez-vous stand up		rangez vos chaises put your chairs under		taisez-vous be quiet		écoutez listen	
regardez look		allez-y off you go		venez au tapis come to the carpet		répétez repeat		rangez vos affaires tidy up your things	

Key Vocabulary - Actions

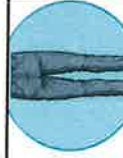
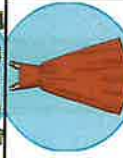
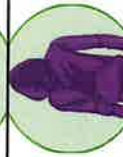
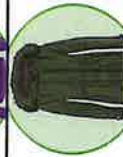
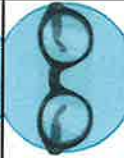
tapez des mains clap		prenez take		posez put down		sautez jump		courez run	
levez la main put your hand up		touchez le nez touch your nose		tapez des pieds stamp your feet		croisez les bras cross your arms		marchez walk/step	

Key Vocabulary - My Body



Key Vocabulary - Clothes

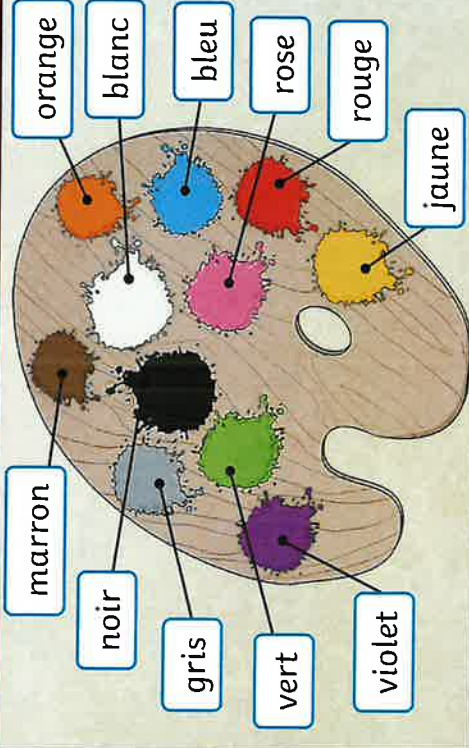
f = feminine m = masculine

une jupe (f)		un pantalon (m)		un tee-shirt (m)	
une chemise (f)		un pull (m)		un short (m)	
un maillot de corps (m)		une robe (f)		des chaussures (f)	
des chaussettes (f)		un slip (m)		un sweat (m)	
des gants (m)		une écharpe (f)		un manteau (m)	
un imperméable (m)		des lunettes (f)		une ceinture (f)	
un chapeau (m)		des bottes (f)		une montre (f)	

Key Knowledge and Grammar

Nouns in French are either masculine or feminine. The concept of 'masculine' and 'feminine' is usually unpredictable, so simply remember that all nouns are either **une** [feminine] or **un** [masculine] words e.g. **une jupe** [a skirt], **un pull** [a coat]. Use **des** [some] for plural (both masculine and feminine) nouns.

Key Vocabulary - Colours



Key Questions and Answers

C'est de quelle couleur ?
What colour is it?

C'est...
It is...

Qu'est-ce qu'il y a dans l'armoire ?
What is there in the wardrobe?

Il y a...
There is/are...

Qu'est-ce que tu portes ?
What are you wearing?

Je porte...
I'm wearing...



oui
yes



non
no



et
and