# BISHOPSWOOD JUNIOR SCHOOL

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Executive Headteacher: Mr G Golding
Executive Head of School: Mrs J Armes

## Year 3 Newsletter – Autumn 2

Monday 9th November 2026

Dear Parents,

We hope you enjoyed your half term and found time to do something you enjoy in the Autumn sunshine. We are delighted to welcome you and your children back and are looking forward to the festive period this term. We are so pleased with how the children have already settled into life at the Junior School and know they will continue to thrive this term.

**Uniform**

As the weather begins to change, please ensure that your child comes to school with a suitable coat every day as they will not be able to go out without one when it is cold or wet. A reminder that we are encouraging the children to become increasingly independent, taking responsibility for their belongings, organisation and learning. Please make sure that they have everything they need and that all uniform, PE kit, bags, coats, shoes and lunch boxes are clearly labelled to avoid a build-up of lost items.

**Learning Challenge**

For our next learning challenge, we will be exploring the question: ***Who were the first people in Britain?*** Through our history learning, we will travel back thousands of years to explore life in the Stone Age, Bronze Age and Iron Age. We will discover who Britain's earliest settlers were, how they survived, and what their daily lives were like. We will learn to place key events and periods in chronological order on a timeline, investigate different Stone Age tools and artefacts, and explore how people hunted, gathered food, farmed, and built homes. As we move through each age, we will examine how new discoveries and inventions, such as metalworking and farming, changed the way people lived.

**P.E.**

PE for Year 3 is on a **Wednesday**. As at the infants, children are welcome to come to school in their PE kit and remain in it throughout the day. PE this term will be hockey and gymnastics. Trainers can be worn for outdoor games, and tracksuit bottoms may be worn so that the children do not get cold. Please note children can wear their coloured house t-shirt or a white t-shirt but must only wear a school jumper or cardigan. Earrings should be removed for Games and PE (or taped up if they cannot be removed).

**Homework**

This term the children will still be expected to read **at least 3 times per week** and for this to be recorded in their new reading records; this will be checked by their class teacher every **Friday**. The children will continue to receive spellings to learn on a Friday and will be tested on these the following Friday. Finally, the children will receive a new homework grid for our Stone Age topic to be stuck into their green homework book. They only need to complete one piece of homework from the grid per week. This is due in on a **Monday** this term.

Kind regards

Miss Stevens, Miss Price and Mrs Lamb

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# YEAR 3 CURRICULUM OVERVIEW – AUTUMN 2

*At Bishopswood, we offer a rich and diverse curriculum that engages all children. Enriched activities that motivate children, enhancing their life opportunities is something that is very important to us.*

| **Year 3** | **Term – Autumn 2 – Who were the first people in Britain?** | |
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| **Subject** | **Areas Covered** | |
| **English** | **Writing:**<br>**Stone Age Boy – Diary Entry**<br>The children will learn to:<br>- Write in the first person<br>- Express thoughts, feelings and emotions<br>- Use past tense accurately<br>- Use time adverbials<br>- Use expanded noun phrases to add detail<br><br>**The Santa Trap - Instructions**<br>The children will learn to:<br>- Write clear and concise instructions<br>- Use imperative verbs<br>- Organise ideas into logical sense<br>- Include time conjunctions | **Guided Reading:**<br>- Identify the meaning of unfamiliar words.<br>- Discuss words that create a picture in the reader's mind.<br>- Retrieve and record information from fiction and non-fiction.<br>- Locate evidence that supports an answer.<br><br>**Books include:**<br>Stone Age Boy – Fiction<br>Stone Age Beasts – Non-Fiction<br>The Croods – Multimedia fictional text<br><br>**Spellings:**<br>Year 2 phonics<br>Year 3 spelling rules using Spelling shed |
| **Mathematics** | **Addition and Subtraction:**<br>The children will continue to develop fluency and confidence when solving addition and subtraction calculations. They will:<br>- Add and subtract numbers using efficient written and mental methods.<br>- Use place value knowledge to add and subtract ones, tens and hundreds.<br>- Recall and apply number facts to support mental calculations.<br>- Estimate answers and use inverse operations to check the accuracy of calculations.<br>- Solve one-step and two-step addition and subtraction problems in a range of contexts.<br><br>**Multiplication and Division**<br>Children will extend their multiplication and division knowledge and develop rapid recall of key facts. They will:<br>- Recall and use multiplication and division facts for the 3- and 4-times tables.<br>- Use known multiplication facts to derive new facts.<br>- Represent and interpret multiplication and division using arrays, grouping and sharing.<br>- Compare multiplication statements using the symbols >, < and =.<br>- Solve multiplication and division problems using practical equipment, pictures and written methods. | |
| **History** | **Britain from the Stone Age to the Iron Age.**<br>By the end of the unit, children should be able to:<br>- Describe key features of life in the Stone Age and place significant events and developments in chronological order.<br>- Explain how early people, including hunter-gatherers, survived and how life changed during the Stone Age.<br>- Use historical evidence from sites such as Stonehenge and Skara Brae to draw conclusions about the lives of Britain's earliest settlers.<br>- Design and make a Stone Age shelter, selecting materials and features informed by historical evidence.<br>Throughout the unit, children will develop their historical enquiry skills by asking questions, analysing evidence and using this to support their opinions and conclusions. They will also explore how our knowledge of prehistory is constructed from archaeological discoveries. | |
| **Science** | **Animals including humans: Skeletons**<br>By the end of this unit, the children should be able to:<br>- Explain what a skeleton is and its purpose<br>- Identify different body systems and explain their purpose.<br>- What vertebrates and invertebrates are.<br>- Explain how muscles allow the body to move<br>- Use their knowledge of bones and muscles to build a body<br>Throughout this unit, the children will work scientifically, make predictions, ensure they are conducting fair tests and using the data to inform their findings. | |

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| **Design Technology** | **Weaving**<br>The children will create a piece of collaborative art through developing their weaving skills:<br>**Design**<br>- Explore weaving techniques and choose suitable materials, colours and patterns.<br>- Create a simple design for a collaborative woven artwork.<br>**Make**<br>- Use weaving techniques to create a group artwork.<br>- Work safely and cooperatively, using materials carefully and accurately.<br>**Evaluate**<br>- Discuss what worked well in the finished piece.<br>- Suggest improvements and reflect on how effectively the group worked together. |
| **Music** | **Listening and responding:**<br>Christmas songs – ready for our Christmas show |
| **Physical Education** | **Hockey**<br>By the end of the unit, children should be able to:<br>- Hold the hockey stick correctly and safely.<br>- Dribble, pass and control the ball with increasing confidence.<br>- Apply their skills in simple games, working cooperatively as part of a team.<br>**Gymnastics**<br>By the end of the unit, children should be able to:<br>- Develop balance, coordination, flexibility and control.<br>- Perform and link balances, rolls, jumps and travelling actions.<br>- Create and perform short sequences, showing increasing confidence and control. |
| **RE** | **What does a candle symbolise?**<br>By the end of this unit, the children should be able to:<br>- Explain what a symbol is and identify some religious symbols.<br>- Explain what Diwali is and why it is celebrated.<br>- Compare how candlelight is used in both Sikhism and Christianity.<br>- Explain why candlelight is important to some people.<br>- Create their own Christingle and explain what each element represents.<br>- Recount the events of the nativity story. |
| **PSHE** | **Happy Minds:**<br><u>My Happy Mind places</u><br>By the end of this unit, the children should be able to:<br>- Use strategies to support their mental health and respond to feelings<br>- Recognise that feelings can change over time<br>- Know how to seek support for themselves and others<br><u>Celebrate</u><br>By the end of this unit, the children should be able to:<br>- Explain what character is<br>- Identify character strengths in themselves<br>- How to use their strengths in different situations. |
| **Languages** | **Spanish: Ancient Britain**<br>By the end of the term the children will be able to:<br>- Name the six key periods of Ancient Britain in Spanish<br>- Say in Spanish three types of people who lived in Ancient Britain<br>- Use the Spanish words for 'I' |
| **Computing** | **E-Safety and PowerPoint skills**<br>By the end of this unit, the children will be able to:<br>- Log on a computer using their school username and password.<br>- Open up Microsoft PowerPoint and open and save a document.<br>- Recognise that people communicate online as well as face-to-face<br>- Understand how messages can affect others<br>- Recognise unkind behaviour<br>- Know how to respond and report. |

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