Harvington C.E. (Controlled) First & Nursery School

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Headteacher – Mr T Holdstock

'Together we love, learn and grow'

Dear Parents and Carers,

Please find the information for Year 3 for Autumn Term 2.

Class Teacher: Mrs Elaaoudi-Aitsy (Monday to Thursday) Mrs Manns (Fridays)	**Teaching Assistants:** Miss Boyle (mornings) Mrs Sale (mornings)	**PTFA Rep:** Gemma Rolls and Jo Banks	
Geography: Why do people live near volcanoes?	**End Product:** Digital Multimedia Presentation	**Planned Trips/Visitors:** KS2 Carol Service at St James' Church – Thursday 17th December 2026 – 5.45pm	**Homework:** Reading and times tables is recommended at least four times a week and Spellings should be practiced regularly for tests on Fridays.
PE: Multi skills and Gymnastics (Thursdays and Fridays)	**RE:** What is it like to follow God?	**Computing:** Route planners	**Parent Share Sessions:** N/A

Core Knowledge for Autumn 2

PSHE-Celebrating Difference

- I understand that everybody's family is different and important to them
- I understand that differences and conflicts sometimes happen among family members
- I know what it means to be a witness to bullying
- I know that witnesses can make the situation better or worse by what they do
- I recognise that some words are used in hurtful ways
- I can tell you about a time when my words affected someone's feelings and what the consequences were

Music-Creating Compositions in response to animations

- To understand that the timbre of instruments played affect the mood and style of a piece of music.
- To know that an ensemble is a group of musicians who perform together.
- To know that to perform well, it is important to listen to the other members of your ensemble.

Science-Forces and Magnets

- Identify examples of pushes, pulls and twists.
- Define a force, including describing, naming and classifying contact and non-contact forces.
- Describe the relationship between friction and the roughness of a surface.
- Identify examples of friction being useful or not.
- Predict attraction and repulsion between like and opposite poles.
- Identify examples of magnetic and non-magnetic materials.
- Name some examples of types of magnets and compare their strengths.

Art-drawing-Growing Artists

Key Skills

- Using sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.
- Confidently using a range of materials, selecting and using these appropriately with more independence.
- Drawing with expression and beginning to experiment with gestural and quick sketching.
- Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion.
- Confidently explaining their ideas and opinions about their own and other's art work, giving reasons.
- Using sketchbooks as part of the problem-solving process and making changes to improve their work.

Key Knowledge

- To know that different drawing tools can create different types of lines.
- To know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).
- To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object.
- To know some basic rules for shading when drawing, e.g. shade in one direction, blend tones smoothly and with no gaps.
- To know that shading helps make drawn objects look more three dimensional.
- To know that 'tone' in art means 'light and dark'.

Geography Core Knowledge

- Name all four layers of the Earth in the correct order, stating one fact about each layer.
- Explain one or more ways a mountain can be formed.
- Give a correct example of a mountain range and its continent.
- Describe a tectonic plate and know that mountains occur along plate boundaries.
- Correctly label the features of shield and composite volcanoes and explain how they form.
- Name three ways in which volcanoes can be classified.
- Describe how volcanoes form at tectonic plate boundaries.
- Explain a mix of negative and positive consequences of living near a volcano.
- State whether they would or would not want to live near a volcano.
- State that an earthquake is caused when two plate boundaries move and shake the ground.
- Explain that earthquakes happen along plate boundaries.
- List some negative effects that an earthquake can have on a community.
- Observe, digitally record and map different rocks using a symbol on a map.
- Identify rock types and their origins based on collected data.

Key vocabulary

Active volcano, Climate change, Composite volcano, Crust, Dormant volcano, Earthquake, Epicentre, Extinct volcano, Fault line, Fault-block mountain, Fertile soil, Fold mountain, Geothermal energy, Igneous rock, Inner core, Outer core, Magma chamber, Mantle, Metamorphic rock, Minerals, Plate boundary, Sedimentary rock, Seismic waves, Shield volcano, Tectonic plate, Tsunami, Vent, Volcanic mountain, Volcanic springs.

Spelling	English	Maths

Spelling focus:
 	
• Common exception words
• The /aɪ/ sound spelt *-y* at the end of words
• The /i:/ sound spelt -ey
• The /ɒ/ sound spelt *a* after *w-* and *qu-*
• Homophones and near homophones
 	
Mastery focus:
 	
• Word list – years 3 and 4
• Adding –es to nouns and verbs ending in –y
• Words with the /eɪ/ sound spelt ei, eigh, or ey
• Homophones and near homophones
	Spoken language:
	• Ask relevant questions
	• Build vocabulary
	• Articulate and justify answers
	• Participate in discussions, presentations, performances, role play, improvisations and debates
	• Consider and evaluate different viewpoints.
	
	Reading comprehension:
	• Draw inferences (characters feelings, thoughts and motives) from their actions
	• Use dictionaries to check the meanings of words
	• Predict from details stated and implied
	• Ask questions to improve understanding of a text
	• Discuss words and phrases that capture the reader's interest and imagination
	• Check text make sense.
	
	Writing composition:
	• Plan writing by discussing the structure, vocab and grammar of similar writing
	• Discuss and record ideas
	• Compose and rehearse sentences orally
	• Build an increasing range of sentence structures
	• In narratives, create settings, characters and plot
	• Proof-read for spelling and punctuation errors
	• Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear
	• Assess the effectiveness of writing
		Multiplication and Division
		• recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
		• write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
		• solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects
		
		Addition and subtraction
		
		• add and subtract numbers mentally, including:
		  • a three-digit number and 1s
		  • a three-digit number and 10s
		  • a three-digit number and 100s
		• add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction
		
		Measurement
		• measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)