

Welcome to Year Three

2025 - 2026



Abbey Farm
Educate Together Primary

Our Classroom



Our Curriculum

In Year Three, we continue to have discrete lessons for;

Phonics

English

Mathematics

Learn Together

Geography

History

Computing

DT

Art

Music

PE

Science

We have continue to have additional short sessions for;

Handwriting

Number Sense

Catchup Phonics

TOPICS

Autumn 1

Across this term, we think carefully about the lives of early humans and consider how Britain changed during the prehistory. In learn together, we think about our feelings and consider how we can regulate these. In geography, we look at the formation of rocks and how we can classify them into groups. In art, we explore gestural drawing using with charcoal.

Autumn 2

Across this term, we learn about electricity focusing on simple circuits and switches. In art and computing we look carefully at animation and create our own stop-go animations. We begin to explore another language, Spanish too!

Spring 1

Across this term, we start to think about the human and physical features of other European countries. We will explore Italy's landscapes, climate, food production and volcanoes and consider why so many tourists choose to travel there. In science, we learn about forces and magnets. We also learn about how to build strong structures in design technology.

Spring 2

Across this term, we learn about healthy and varied diets. In computing, we learn to program using events and actions. In History, we conduct a local area study where we look closely at how events and individuals have impacted Swindon and the local area.

Summer 1

Across the term, we will locate, identify and describe different biomes around the world. We will also explore why different biomes are important and what they provide for the animals and plants that live there. This links closely to our learn together sessions where we consider how to look after the planet.

Summer 2

Across this term, we will be looking closely at how the Romans impacted Britain. We will look how settlements and trade changed during this period. In design technology we will discover how levers and linkages can be used to create movement. In science, we look at light and investigate how shadows are created and formed.

Our Timetable


	Monday	Tuesday	Wednesday	Thursday	Friday
8:30	Early Morning Work				
8:45	Register				
8:50	Letter-join	Letter-join	Letter-join	Letter-join	Letter-join
	Brain Break				
9:00	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
9:50	Number Sense / Times Tables	Number Sense / Times Tables	Number Sense / Times Tables	Number Sense / Times Tables	Number Sense / Times Tables
10:05	Breaktime (Outside)				
10:30	English	English	English	English	English
11:35	VIPERS	VIPERS	VIPERS	Spelling	Spelling
12:00	Lunch				
13:00	Mindful Moment				
	Carousel	Carousel	Carousel	Carousel	Carousel
13:15	Art	History	Termly Value	Art	Science
14:15			Music		
	PE	Learn Together		PE	Computing

Updates from Starling Class

Termly Overviews

In this topic, we will be exploring the Earth's place in the solar system. We will gain an understanding of the order of the eight (four rocky and four gas) planets and look closely at how the sun is the natural source of light. We will learn about the history of space travel, with a focus around Neil Armstrong and the people that helped NASA to achieve their goal of landing on the moon. In addition, we will learn about a local astronaut, Tim Peake, and his journey to the International Space Station (ISS). By looking out of the windows of the ISS, we will discover the four countries of the United Kingdom; making conclusions and comparison of human and physical geographic features.

Every week, your child will continue to explore their learning in provision, at the tutor table and by completing their four play projects: compose, construct, create and calculate.

Learn Together	Mathematics	English
<p>In Learn Together, we will:</p> <ul style="list-style-type: none"> demonstrate an appreciation of the diversity of family types within the class and school: families with foster children, blended families, male and female parents, single parents, same-sex parents, children who live with other family members, adopted children. identify when and how we feel loved and how we express love to others. <p>This term will focus on the following rights:</p> <div> <div>2 NO DISCRIMINATION</div> <div>8 IDENTITY</div> <div>29 AIMS OF EDUCATION</div> </div> <p>ARTICLE 2: All children have rights, no matter who they are, where they live, what language they speak, what their religion is, what they think, what they look like, if they are a boy or girl, if they have a disability, if they are rich or poor, and no matter who their parents or families are or what their parents or families believe or do. No child should be treated unfairly for any reason.</p> <p>ARTICLE 8: You have the right to an identity - an official record of who you are. No one should take this away from you.</p> <p>ARTICLE 29: You should be taught to understand your own rights and to respect other people's rights, cultures and differences.</p>	<p>Below is an outline of the intended progression of learning in mathematics this term. It may be altered where necessary.</p> <p>Place Value (within 50)</p> <p>Week 1:</p> <ul style="list-style-type: none"> To count forwards and backwards within 50. <p>Length and Height</p> <ul style="list-style-type: none"> To compare lengths and heights <p>Week 2:</p> <ul style="list-style-type: none"> To measure length using non-standard units (objects) To measure length in centimetres. <p>Place Value (within 50)</p> <p>Week 3:</p> <ul style="list-style-type: none"> To understand the structure of 20, 30, 40 and 50. To count by making groups of tens. <p>Week 4:</p> <ul style="list-style-type: none"> To understand the structure of numbers to 50. To partition into tens and ones. <p>Week 5:</p> <ul style="list-style-type: none"> To order on a number line. To estimate on a number line to 50. <p>In our fluency sessions, we will be focussing on:</p> <ul style="list-style-type: none"> doubles finding 1 more or 1 less using mental methods. quickly recalling number bonds to 10. <p>Your child could use the <i>White Rose 1-minute application to practice number facts</i> at home: https://whiterosemaths.com/1-minute-maths</p>	<p>Across the term, we will be looking at our focus text 'Man on the Moon' by Simon Bartram. This book explores the life of Bob; who is a cleaner, entertainer and shop owner. He knows lots of things about the moon but he fails to notice something going on behind his back and ends up populating the Earth with a range of unusual guests.</p>  <p>We will use this focus book as inspiration to write a range of text types including posters, character descriptions, fact files and recounts. Our main focus when writing will be composing sentences orally, using capital letters for the start of sentences and proper nouns, full stops and finger spaces and re-reading our work to ensure it makes sense. We will continue to use 'because' and 'and' to extend clauses. In addition, we will build upon our knowledge of adjectives and will explore how to use these to make our writing more interesting.</p> <p>Across the term, we will be learning to read and spell the following tricky words:</p> <p>oh their once our laugh because</p> <p>eye people thought who whole</p> <p>friend two your many any</p>

Weekly Newsletter via SWAY



Optional Activities for Home

Please find activities below for your child to continue their learning at home.

Design a new book cover for a book you have enjoyed reading recently. It must include the title and author. You may like to include your review of the book alongside this!	Play Times Table Rockstars across the term and earn 4000 new points.	Compose a short song that early humans could use when hunting and gathering.
Research some prehistoric beasts, can you create a fact file with your information?	Design and make an ancient stone circle. You could use Lego, salt dough, biscuits, cardboard tubes. What is your stone circle called?	Imagine you are a guest at the hotel of feelings. What would you pack in your suitcase? What would your room look like? You could include labels to explain why you have chosen these items.
Imagine you can talk to a person from the Iron Age. What questions would you ask this person to get a better understanding about what their life was like?	Create a poster about an artifact from the Prehistoric age.	Stone Age people build shelters to live in using materials they had gathered. Gather some natural materials and build a model shelter.
Create an acrostic poem for the letters: S T O N E A G E Try to use historical knowledge for each letter.	Create a piece of stone age themed jewellery by collecting natural materials that you find outside. Make sure you take lots of photographs!	Design an outfit for a early human who lived in the Stone Age. Label the different pieces of clothing afterwards and what they could be made of.

Key Reminders

Every day, your child needs to bring their:

- water bottle (*labelled*)
 - book bag
- waterproof coat / sun hat (*labelled*)

Please remember that there is no space in the classroom to hang bags.

PE is on
**Monday and
Thursday**

Children need to
wear their PE kits to
school.

Reading books are
changed every
Monday.

**Your child needs
their book in school
every day.**

Please clearly **label
all clothes.**

Your child may still get **messy** so
please continue to send them to
school in **suitable clothing.**

**Read with your child as
regularly as you can.**

