The Autumn First Half Term Curriculum at KMPS

What am I learning…?

…as a historian (first half of the term):
Year 3 will be learning about Pre-Historic Britain including the Stone Age, Iron Age and Bronze Age. Children will explore how artefacts and historical sites have helped us to understand the history of Prehistoric Britain and explain how the three different Stone Ages have impacted on today's society. Children will also be able to understand how the Stone Age settlement compares with that of modern times looking at similarities and differences.

as a computer scientist:

- To know how digital devices function with inputs, processes, and outputs.
- To know what a network is and that digital devices are connected in a network.
- To know how digital devices in a network are connected.

…as a reader:
to read
- a range of books this term.
- stories that are descriptive.
- traditional tales.
- traditional tales with a twist.
- ensuring we have understood what we have read by reading "between the lines". (Parental guidance on this to follow).

Our key book/s will be:

Splat says Thank You! By Rob Scotton

Ratpunzel

Year 3
Autumn Term 2026
Teachers:
Ms O'hara
Mrs Snelling
Mrs. Shields-Palmer

…as a writer:
- to develop writing in a cursive script.
- To write using expanded noun phrases
- To use a range of conjunctions including *when*, *if, because* and *although.*
- To evaluate and edit writing by proposing changes to grammar and vocabulary.
- Reading aloud their own writing others
- As a spelling focus children are beginning to spell further homophones and are beginning to spell words that are often misspelt.
- Children are beginning to place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]

…as an athlete and sports person:

- Fundamentals
  To know how to link hopping and jumping actions at different speeds.
  To know how to spot to balance effectively.
- Dance

To copy, remember, repeat and create a dance sequence 2 counts of 8 long.
To know how to create your own dance phrase of 1 count of 8.
To know how confidence can impact on a dance performance.

…as I develop personally, socially and emotionally:

- **BM** (Being Me in My World)
  'Who am I and how do I fit?'

- **CD** (Celebrating Difference)
  Respect for similarity and difference. Anti-bullying and being unique

…as an artist / designer / musician:

- Children Exploring how 3D shell structures are created from nets, investigating their use in packaging and applying this understanding to create original designs.
- Children will know the name of the song writer and style of key songs they have sung.
- To know that songs can make you feel differently.

…as I explore world religions and learn from the faith and beliefs of others:

- Children will be encountering how Jesus changed the lives of people who met him.
- Children will understand how Jesus showed he was God's Son by performing miracles
- Children will understand how each miracle reveals something different about who Jesus was and what impact these events might have on Christians today.

…as I come to understand my feelings and how to better regulate my behaviour (Zones of Regulation)

- To recognise and name some of my emotions.
- To develop different ways of coping with uncomfortable feelings.

…as a mathematician:

- We will explore number and place value up to 1000.
- Practise counting forwards and backwards from any given number.
- Identify the value of three-digit numbers and represent this with concrete objects and pictorially.
- We are then going to focus on calculations: both addition and subtraction.
- We will be exploring multiplication and division of 3s, 4s and 8s and learn the multiples of 50 and 100.

For Maths fluency,
please help me to practise learning by heart:

2,4s and 8s should already be learnt by end of year 3. If this is not the case it is imperative that this is practised at home.

The Aims of our Curriculum at KMPS:

The Curriculum at Kenyngton Manor:
Within and beyond the curriculum, pupils will have access to a broad and rich curriculum that will enable our children to **STRETCH** and **REACH**

UP: to achieve academically
IN: to have a strong sense of who they are and express it
OUT: to relate well with, and share responsibility for, others
FORWARDS: to be equipped with a 'spirit of adventure.'

…as a scientist

We are learning about an animal including humans – Movement and nutrition. This includes learning about the skeleton, joints and how to eat and exercise healthily.

Ideas for parents to foster love for learning at home:
Great websites, places to visit, things to do linked to our learning

- The British Museum to see the stone age collection.
- Water colour skills and sketching pencils.
- R&B family sing-along.
- Spelthorne libraries (completely FREE, join with 3 pieces of I.D).
- The Alligator's mouth (Children's book shop) Richmond
- Google Earth – to visit prehistoric sites.
- Playing with magnets.
- Reading or retelling traditional tales (such as fairy tales) together. Talk about how you could 'twist' these stories.

Please Remember:

Days we do PE: **Monday** and **Wednesday**

We get new homework: **Friday**

We return homework: **Wednesday**

Children should read at home daily.

Five great books to read for enjoyment:

1. Any books shortlisted for the Kate Greenaway medal.
2. Dogman by Dave Pilkey.
3. The Magic Finger by Roald Dahl.
4. The 100 Mile an Hour Dog by Jeremy Strong.
5. Explore the CILIP website to find books by age and theme.