Year 3 Autumn Term Update

A Message from the Class Teachers

Our wonderful Year 3s have made an amazing start to the school year and have settled into life at Blue Coat brilliantly- we are very proud of them all!

The children begin their day with their class teacher, completing maths, writing and reading lessons. They then rotate around the school for their afternoon lessons. This is an excellent opportunity for the children to get to know every member of staff and receive the best teaching in every subject area.

Homework for the children will be set every Wednesday and is due back the following Wednesday. Homework expectations are as follows:

- At least 20 minutes of reading per day (reading books are to go home each night and returned to school daily).
- 1x LBQ maths task.
- 1x Spelling homework in the form of handwriting.

This term there will be a homework club taking place to support the children in completing their homework. This will be every Monday lunchtime.

I am looking forward to the rest of the term!



In English we are currently writing an adventure story based on the book 'The Owl Who Is Afraid of the Dark'. The text is about a young owl, called Plop, who is afraid of the dark but after speaking to many different people, he is not afraid anymore. The children will then have the opportunity to write their own ending with Plop having many different adventures.

Alongside writing, weekly reading lessons will build fluency and comprehension through:

- Supported, choral, and independent reading.
- Explicit vocabulary instruction.
- Comprehension practice.



This term we will begin by focussing on place value as this underpins so many elements of maths. We will then put this knowledge into practice when we move on to develop our understanding of addition and subtraction. The term will end with units on multiplication and division - we will be introducing the children to the 3, 4 and 8 times tables. We also teach arithmetic on a daily basis which allows us the opportunity to recap and consolidate previous skills whilst also developing speed and fluency.

Science

The term began with some introductory work about the skills that scientists use and the types of jobs that scientists might have. Our first full unit is on the topic of electricity. The children will develop an understanding of safety around electricity and they will explore how to make electric circuits that light up a bulb, spin a motor or make a buzzer buzz.

Religious Education

This term, our RE lessons will explore our core question: “What does it mean to be a Sikh in Britain today?”. To investigate this, pupils will work as theologians, sociologists, and philosophers as they learn to:

- Make sense of Sikh beliefs: We will look at core beliefs such as the belief in one God, the teachings of Guru Nanak, equality, and service (*seva*). Children will also explore the Mool Mantar and see how these foundational texts shape Sikh life.
- Understand the impact: Pupils will connect the lives of key figures—such as Guru Nanak (and the practice of *langar*) and Guru Gobind Singh (and the *Khalsa*)—to how Sikhs practice their faith today through community service, hard work, and devotion.
- Make connections: Children will have the opportunity to discuss key values like equality and honest work, considering why these matter today and reflecting on which values could make a positive difference in their own lives and the wider world.

Throughout this unit, we will also reflect on our school vision's big question: *“How can we find the courage to defend someone from another religion or background when they are being treated unfairly or unkindly by others?”*.



In history this term, we will be answering the question, ‘Why did the Romans march through County Durham?’. We will begin by enquiring how the Roman Empire expanded through Europe. We will then explore how and why the Romans invaded Britain. Next, we will study the reasons for the success of the Roman army before finally unravelling the reasons why the Romans marched through our local area and even settled in forts like Binchester.



In geography this term, the children will learn about the continent they live on. Pupils will locate European countries and capitals on a map, identify human and physical characteristics and compare geographical similarities and differences between Italy and the United Kingdom. We will zoom in on Bologna and compare it with Durham city. We will explore the importance of The Mediterranean Sea.



This term the children are bringing joy, wisdom, and courage to an exciting unit on Abstract Art. Children are building on essential drawing skills—focusing on line control, shape, pattern, and facial proportions—while discovering how art can express personality and emotion beyond realistic painting.

Pupils began by exploring works by artists like Wassily Kandinsky and Sandra Silberzweig, using their sketchbooks to test mark-making and record ideas (wisdom). They will also develop their understanding of colour theory, mixing paints and pastels to create "emotional colour wheels" that explore harmonious and complementary colours (joy).

For their final project, children are showing creative courage by using mirrors and photographs to draw and paint a bold self-portrait in the style of Sandra Silberzweig, finished with strong black outlines. To complete the unit, pupils will evaluate their finished artwork against their sketchbook studies, reflecting on how their technical drawing control and confidence have grown.



In music this term we will be learning to play the violin and developing ensemble and performance skills. We will focus on long and short sounds. This will be achieved through listening and appraising different songs before playing along with them. There will also be the opportunity to improvise and compose (within given parameters).



This term is about improving our ICT skills. Building on those we have already, such as being able to sign in, while adding new ones. We will look at Google Slides and Docs as well as Mr Brookes' favourite - Google Sheets. Along the way Y3 will learn how to email and improve their typing skills. Alongside this, every lesson will have questions for us to think about around how to stay safe online.



Our PE lessons are built around four main areas of development: Physical, Cognitive, Social and Emotional. Whatever the PE topic, we aim to develop the whole child - physically, cognitively, socially and emotionally - while helping every pupil live out our values of Joy, Wisdom and Courage. In PE this term we have started with Netball. The unit of work explores how to apply the principles of attack vs defence, with a particular focus on passing and moving. Pupils are learning how to keep possession and eventually score to win a modified game. We will then move onto our Dance topic. The unit of work will challenge pupils to explore movement through improvisation, introducing unison and matching. Pupils will sustain their characters to add drama and emotion to the dance. Pupils will extend their dance skills by using more complex interacting movements, actions and incorporating apparatus.



French

Bonjour! Comment ca va? In French this term ,the children will recap how to say hello and greet others. We will be learning to count to 30! Next will be giving the time and learning the days of the week. Following on from that we will learn about different hobbies. We will also learn the phonics “i”, “oi”, “ch” and “j” before ending the term with a look at the holiday season in France.



In our first puzzle piece ‘Being me in my world,’ children reflect on their achievements, set personal goals, and learn how to make others feel welcome. They explore emotions linked to worries and fears, using courage to discuss what helps a school feel safe and supportive. Children compare nightmare and dream schools, drawing on wisdom to develop an understanding of rights, responsibilities, and how their individual behaviour and choices affect others. Working together to create and follow their Learning Charter, they focus on teamwork, fairness, and inclusion—fostering a classroom environment filled with joy. By the end of the Puzzle, children recognise how their actions impact others and take proud responsibility for upholding our whole-school Learning Charter with wisdom and courage every day.

We will then be moving onto our second Jigsaw piece ‘ Celebrating Difference.’ In this puzzle, children explore different types of families and why they are important, showing wisdom as they learn how to manage disagreements calmly and solve problems together. They develop a clear understanding of what it means to be a witness to bullying, finding the courage to stand up for what is right and recognizing how their actions and words can help or harm others. Across the six Pieces, children practise using kind language, challenging stereotypes, and offering support to those who feel excluded. By giving and receiving compliments with joy, they reflect on how the words we choose affect feelings, building a safe, inclusive community grounded in kindness and respect.

If you have any concerns, then please do not hesitate to get in touch with the Year 3 team.

Yours sincerely,

Miss Newton, Miss McCarthy and Miss Cranson