

Characteristics of Effective Learning

This term we will focus on showing our 'Motivated Magpie' learning behaviours. Children will be congratulated for being focused and actively engaged in their learning and school-life and, for persevering. We will support children to identify what they have done well and celebrate their outcomes.



Reading

In school, children will read together as a class, focusing on developing fluency (reading at a steady pace), automaticity (being able to recognise and read words instantly, without having to sound them out), prosody (reading with expression, changing tone for questions, excitement or dialogue, pausing at full stops and commas and emphasising important words) and comprehension (understanding texts read). They will also work on building their reading stamina and pace, while accessing a wide range of high-quality texts each week.

There are two types of reading book that your child will bring home:

Reading Practice Book - This book has been carefully matched to your child's current reading level. If your child is reading it with a little help, please don't worry that it's too easy – your child needs to develop fluency and confidence in reading. Listen to them read the book. Remember to give them lots of praise – celebrate their success! If they can't read a word, read it to them. After they have finished, talk about the book together.

Choice Book - In order to encourage your child to become a lifelong reader, it is important that they learn to read for pleasure. The Choice Book is one they have chosen. As children move through KS2, reading is about much more than decoding words accurately. It involves developing fluency, understanding, critical thinking and a genuine enjoyment of books. You can support this at home:

- Reading alongside your child and encouraging them to read with expression, considering how punctuation and vocabulary influence meaning.
- Discussing characters, themes and authors' choices. Ask questions such as *Why do you think the character acted this way?* or *What does this tell us about them?*
- Encouraging predictions, supported by evidence from the text: *What makes you think that?*
- Exploring the meaning and effects of ambitious vocabulary
- Making connections between the text and your child's own experiences, other books they have read or wider world events.
- Using illustrations, diagrams and text features to deepen understanding
- When reading non-fiction, discussing the reliability of information, summarise key ideas and exploring new knowledge together.
- Encouraging your child to explain, justify and support their opinions with evidence

Most importantly, foster a love of reading by sharing a wide range of high-quality texts and making time to enjoy books together.

Geography

As geographers, we will describe and understand key aspects of:

- Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- Human geography, including: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.

We will develop our fieldwork skills using a range of maps to locate countries and describe features.

We will use the eight compass points and fieldwork skills to observe, measure, record and present human and physical features. We will compare and critique key features, making connections between places.

PE

In this Fundamentals unit, the children will develop their skills of balancing, running, jumping, hopping and skipping. Pupils will develop their ability to change direction with balance and control. They will be given the opportunity to explore how the body moves at different speeds as well as how to speed up and slow down. Children will be given the opportunity to work on their own and with others, taking turns and sharing ideas to develop flexibility, strength, technique, control and balance. In Tennis, pupils will develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils learn key skills such as racket control, hitting a ball and how to score points. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.

Children in Year 3 will have PE on Wednesday and Friday. On these days children will need to come to school wearing their PE kit: plain t-shirt their house colour/house colour trim, plain navy shorts or jogging bottoms, uniform sweater/cardigan and trainers.

RE

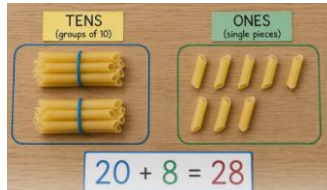
We follow the Birmingham SACRE scheme which covers a variety of religious faiths and non-religious worldviews including: Baha'I, Buddhism, Christianity, Islam, Hinduism, Sikhism, Jainism, Judaism and Rastafarianism. The syllabus also explores non-religious worldviews (e.g. Humanism). The approach is inclusive, ensuring that all children's beliefs are respected and valued. We aim for every child to gain an understanding of the major world faiths by the end of their primary school career. This half-term, we will explore how faiths encourage generosity, compassion and responsibility. Through stories and teachings, pupils will consider how kindness can positively impact communities. They will reflect on how to show respect, care and responsibility in their own lives.

Maths

As mathematicians, we will develop our understanding of place value to 1,000 by representing, partitioning, comparing and ordering numbers. We will explore hundreds, tens and ones, use number lines to estimate, find 1, 10 or 100 more or less, and count in 50s. We will also develop addition and subtraction skills by using number bonds, spotting patterns, and adding and subtracting ones, tens and hundreds, including across tens and hundreds. We will strengthen our fluency in the 2, 5 and 10 times tables.

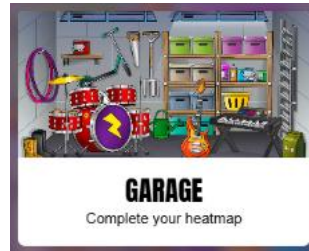
Roll a 1-9 die or grab a random number of buttons/pasta to make a 2 digit number

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



Make the biggest number possible. Place it on a 100 square. How many more 1s and 10s do you need to make 100? Play with a partner. The highest total wins.

Use TTRS and develop your x2, x5 and x10 tables fluency on Garage. It will progressively increase the sums you do based on your confidence.



Apply knowledge of the number system to solve and explain problems

Is each statement always true, sometimes true or never true?

When counting in 50s starting from zero, the numbers are all even.

There are only two digits in a multiple of 50

Only the hundreds and tens columns change when counting in 50s.

Explain why

Science

As scientists, we will identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food internally; they get nutrition from what they eat. We will identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Design a healthy meal and help to prepare it. Draw the meal and label the different food groups included.



Using a picture of the human body, identify and label some major bones, such as the skull, ribs, spine and femur. Discuss what might happen if we did not have a skeleton. Identify similarities and differences with skeletons of other living animals.



Discussion starters:

Why can't humans make their own food like plants can?

What happens if we do not eat the right amount of nutrition?

How does a skeleton protect our bodies?

Which bones protect our brain and heart?

Why are muscles important for movement?

PSHE

During Autumn 1, we explore challenges that can come with a new class, new school, new year group or changes in our lives. We develop ways we can manage change successfully. It introduces ways we can work through conflict within our teams and promotes discussion of feelings and emotions, considering both our own choices and the actions of others. We will be growing the children's emotional awareness and supporting them to develop strategies to regulate emotions and recognise their own responsibilities.

Computing

The children will further their understanding of how to behave respectfully online, recognise online bullying and know actions to take if they have any worries or concerns regarding content or contact. They will investigate the importance of strong passwords and keeping passwords safe. Children will understand the importance of sharing information only with trusted people and explore how connected devices can collect and share information.

Spelling

In KS2 Spelling lessons, children will continue to build on the firm foundations of their phonics knowledge. They will break spellings into the smallest units of sound and cluster them into syllables to read and write words efficiently. Children will study words, word parts, their meanings and how this affects spelling.

Common Exception Words (CEW)

Common Exception Words are high-frequency words that children cannot reliably decode using standard phonics because part of their spelling is irregular (for example, said, one, the). Schools teach them by highlighting the “tricky” letters, practising little and often, and applying them in reading and writing so children build fluent recognition and accurate spelling. At home, keep practice short and regular, point out the unusual parts, and use quick games and real-book spotting to reinforce learning. Children need to be able to read these fluently and write these words automatically.

although	through	though	early	question
remember	different	continue	consider	

Music As musicians, the children will develop their understanding of pitch, melody and musical structure through singing, listening, composing and performing. They will explore how melodies move up and down, create repeating patterns called ostinatos, and learn to perform music in a round and through call-and-response singing. Children will also be introduced to the pentatonic scale. They will develop their singing in groups, sustaining long notes with confidence and control, performing together.

Art and Design

As artists, the children will continue to experiment by using a range of materials, including paint, to create different marks. They will mix paint colours and shades. Children will be taught how to use a variety of painting techniques, including tonking, sgraffito and impasto. They will explore how to combine techniques to create texture and shape. We will critique the works of Vincent Van Gogh and work in his style.

MfL – French

In this introductory unit, children will practise using and responding to greetings, naming common classroom objects, describing nouns with colour adjectives and responding to simple instructions.



Bronze Reading Challenge

Every child can work towards achieving a Bronze Award, by first reading five additional, stage-appropriate books by 22.10.26. Try the books listed on ‘Books for Topics’ (follow the QR code) or ask us for recommendations. Books available in school and at local libraries. Let’s read for pleasure!

Writing

Our ambitious and challenging Writing curriculum is built upon carefully selected, accessible text types, to reduce cognitive load and enable children to develop high-level writing skills with confidence and success. We will be reading the Enormous Crocodile and The Twits by Roald Dahl then writing retells of chapters with detailed character or setting descriptions. We will experiment with different tenses to write an informal diary entry, organising our text into paragraphs. Exploring non-fiction, we will write sets of instructions and non-chronological reports including organisational devices, time openers, imperative verbs, -ly adverbs and technical vocabulary. We will develop our use of punctuation to include apostrophes for contractions and commas in lists.

Oracy

Great writing starts with great oracy. Model turn-taking, eye contact, and clear voice. Praise specific skills: “You built on my idea with...”, “Great use of because to justify.” Tiered words: pick one new word a day (e.g., observe, predict, compare). Use it three times in natural talk; ask your child to use it in a sentence. Picture prompts: describe an image for a listener who can’t see it; listener draws what they hear, then compare.

Oxford Reading Buddy

Every child has access to Oxford Reading Buddy, this is a digital reading service providing eBooks and comprehension quizzes. We expect every child to complete an online quiz every week, after reading their scheme book or a virtual book at their reading level.

Our Expectations

At Harborne Primary School, our motto is “**Happy Pupils Succeed**”, because every child is known, nurtured, challenged and inspired to become the very best version of themselves. We are an inclusive community where everyone is encouraged to demonstrate empathy, respect, responsibility and a willingness to contribute positively to society. Within our calm and supportive environment, every individual is valued and pupils learn to work collaboratively, think creatively and adapt confidently to an ever-changing world. Alongside academic achievement, we place equal importance on developing the personal qualities, attitudes and wider skills that enable children to flourish both in school and beyond. As we begin the Autumn Term, we will focus on demonstrating excellent manners, positive interpersonal skills and a genuine interest in everyone’s experiences, talents and qualities. By working together as a school community, we can ensure that all children feel happy, confident and ready to succeed.

Learning Together Workshop - Please join the workshop at the site that your child attends. You are warmly invited to our first ‘Learning Together’ Workshop when we will explore how we teach Reading: Thursday 10th September, 9:10-9:50am.

Homework

Within this booklet, we have listed a range of activities to support your child’s learning beyond the school day and to enrich their learning experiences. The suggested tasks have been carefully designed to reinforce and strengthen learning that takes place in school, using minimal equipment. Please do not hesitate to ask, if you need to borrow any resources to complete any of the activities at home. Learning is most effective when it happens little and often. We therefore encourage regular engagement with the activities throughout the half-term. We expect every child to complete the homework activities included in this booklet during the Autumn 1 half-term. Please support your child to read every day and complete one or two of the English, Maths and Science activities each week. Your child can tick off each activity as it is completed and bring evidence of their work into school every Friday, to share and celebrate. Thank you for your continued support in helping your child to develop confidence, independence and a love of learning.

- Daily reading practice
- Bronze Reading Challenge: Read 5 additional books in Autumn 1
- 3/4 times weekly spelling practice of tricky words
- 3/4 times weekly Maths skills practice
- Fortnightly Science activity



Harborne Primary School

Our curriculum is carefully designed to broaden horizons, raise aspirations and help children understand the possibilities available to them. We want every pupil to leave Harborne Primary School with strong academic foundations, positive character traits and an unwavering belief that anything is possible. By celebrating achievement in all its forms and nurturing every aspect of a child’s development, we prepare our pupils not only for the next stage of education but for a successful, fulfilling and purposeful future.

At Harborne Primary School, “Happy Pupils Succeed” because they are known, nurtured, challenged and inspired to become the very best version of themselves.

**Your child’s learning in Year 3, Autumn 1
and how you can support their progress**