



British Section, SHAPE International School

CURRICULUM OVERVIEW – AUTUMN TERM 2025

YEAR 3 – EAGLES CLASS



English: Through engaging in speaking and listening activities in the classroom, the children will be able to improve their communicative skills and self-confidence. During our reading sessions, the children will be exposed to a range of high-quality texts such as **The Wild Robot, The Butterfly Lion and Stone Age Boy** to develop their reading skills. Our daily spelling lessons will incorporate different strategies to enable children to learn and embed new spellings. Alongside knowledge of the statutory Year 3 and 4 spelling words, the children will learn etymology and a range of prefixes and suffixes. Additionally, they will learn about the use of plural and possessive apostrophe's and discover homophones and near homophones. As part of our daily writing sessions, the children will develop their ability to successfully write a range of genres. This term, we will be looking at how to write effective story openers, engaging diary entries, information texts, adverts and a range of different poetry. Peer and self-assessment, alongside teacher feedback, will enable all children to flourish.

Weekly handwriting sessions will be taught to develop a joined, legible style which will build upon their prior learning from Key Stage One

Home Learning: *To further develop the skills of reading fluently and with expression, the children are expected to read **daily** and record this in their reading record.*

Mathematics: During the autumn term, the children will continue to learn and practice how to be the most efficient mathematician across all **four operations** using the **White Rose** Scheme of Learning. The children will be exploring **place value, addition, subtraction, multiplication and division**. Throughout each area of learning, the children will be actively engaged in a **starter**, which consolidates prior learning, followed by a range of **main activities focusing** on 'fluency' of the objectives taught. Our daily learning will be further embedded by a range of challenging **problem-solving activities**, which challenges their understanding further. At the start of term, we will revise their learning on **Place Value**, followed by working with numbers up to 1,000, including partitioning and using a number line confidently. In addition, the children will learn to count in '50's from any given number. Following on from this, we will focus on **addition and subtraction** whereby the children will learn to formally record their answers in columns, reinforcing their Place Value knowledge. The children will check their calculations with increased independence. Our **Multiplication and Division** units will build on prior learning as we move forward with multiplying and dividing by 3, 4 and 8. The children will become increasingly adept at using the **inverse operation** to check their answers. Underpinning each lesson will be the use of **maths manipulatives** such as Base 10, number beads and numicon, with the aim being that they will eventually move confidently from **concrete** experiences to **abstract** reasoning, during their school life.

Science: The children will begin studying a unit on '**Animals including humans**'. Not only will they learn how animals and humans need the right types and amount of nutrition, but they will also gain a secure understanding that humans and some animals have skeletons and muscle for support, protection and movement.

Following on directly from this, the children will study a unit of '**Rocks**'. They will learn how to compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. They will learn how to describe in simple terms how fossils are formed when things that have lived are trapped within rock. Towards the end of the term, they will learn to recognise that soils are made from rocks and organic matter.



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Computing: The computing curriculum in Term 1 will cover the areas of **Computing Systems and Networks** and **Creating Media**. In the unit **Connecting Computers**, Eagle Class will Identify that digital devices have inputs, processes, and outputs, and learn how devices can be connected to make networks. Following on from that, Year 3 will complete a project on **Stop-frame animation**. They will capture and edit digital still images to produce a stop-frame animation that tells a story.

History: This term we will be learning about the **Stone Age to Iron Age in Britain**. Firstly, we will expand our chronological awareness of this significant period. Using a range of primary sources, we will look at how people survived and the challenges they overcame. Our key questions in this unit will be: **1.** Is it true to say that Stone Age man was just a simple hunter gatherer only interested in food and shelter? **2.** How different was life in the Stone Age when man started to farm? **3.** What can we learn about life in the Stone Age from a study of Skara Brae? **4.** Why is it so difficult to work out why Stonehenge was built? **5.** How much did life really change during the Iron Age and how could we possibly know? **6.** When do you think it was a better time to be alive – in the Stone, Bronze or Iron Age?

Geography: This area of learning will commence next term.

Art and Design: The focus for this term will be, Drawing and sketchbooks and the children will follow the art pathway of, 'gestural drawing with charcoal.' In this pathway, the children will discover how to make drawings which capture a sense of drama or performance using charcoal. The children's art work will link with their curriculum topic as they explore Cave Art, creating movement, drawing the human body and considering the relationship of body to place. Within this theme, the children will be exploring the artists: Heather Hansen, Laura McKendry and Edgar Degas. They will study the works of these artists and their use of charcoal to create a wide range of techniques, focusing on movement, shading and working on smaller and larger areas. Over the course of the year, the children will be using the, Access Art Curriculum.



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Design and Technology: As part of their work with food, the children will learn about the principles of **nutrition and healthy eating**. They will understand and apply the principles of a healthy and varied diets, which will naturally dovetail with our first science unit on the Human Body. Crucially, they will understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.

Music: This term the pupils in Year 3 will start to learn to play some notes on the recorder. They will practise correct finger technique and will learn to read the position of notes on the musical stave. The pupils will also learn how to read crotchet and quaver rhythms and will learn to sing a variety of simple songs. The children will listen to a variety of music played upon wind instruments. Towards the end of the term, the children will work towards performing a class Christmas musical act.

Religious Education: In RE this term, the children will study the key question, '**What is it like for someone to follow god?**' The children will discuss and learn about key ideas relating to belief within the Christian, Muslim, and Hindu faiths. Pupils will also discuss the fact that many people are non-believers, and they will also start to explore their own beliefs and religious opinions.

PSHE: This term we will study the topics **Being in my World** and **Celebrating Difference**. In Being in my World, the children will look at the question, 'Who am I and how do I fit in?' This will involve work around improving resilience, supportive self-talk and setting realistic challenges. In the Celebrating Difference unit, the children will explore issues around respecting similarity and difference, anti-bullying and being unique.

PE: This term we will focus on **cross-country running** and the children will participate in our **annual whole school competition**. In the second part of the term, the children will learn how to skillfully **play tag-ruby** and work cooperatively as a team. Various skills and tactics will be taught to enable the children to successfully compete in our **school house tournament**. In the final part of the term, we will participate in a range of **different dance styles**. As we move through this unit, the children will experience composing, performing and appraising their own performances.

Underpinning each lesson will be the active promotion of the **school's learning powers**: concentrate, having a go, don't give up, keep improving, be curious, enjoy learning and being cooperative. The children will also be able to actively demonstrate their **character virtues** of being respectful, brave, fair and responsible.



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French: This term, the pupils will review French greetings and will learn the numbers up to 31. Following on from this, they will review the days of the week and learn the months of the year. Additionally, they will be able to confidently say the date in French and to answer the question 'when is your birthday?'