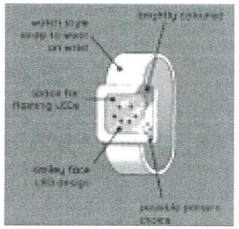
Computing

This half term the children will use a range of techniques to create a stop-frame animation. Next, they will apply those skills to create a story-based animation. This unit will conclude with the children adding other types of media to their animation, such as music and text

DT

In DT, children will look at wearable technology. They will design products that they will program and construct a wearable fitness tracker.



Music

We will be learning all about Chinese music this half term. We will listen to a range of traditional Chinese melodies and learn about the pentatonic scale that is widely used in these. We will have an opportunity to practice playing these scales on a range of instruments before writing our own pentatonic melody. We will also perform these to the class.

P.S.H.E.

This Half Term, we will be learning to recognise different emotions, understand how everyday events affect their feelings, and explore how emotions can change over time. They will practise strategies to manage their emotions and discover how to apply these skills in different settings, both inside and outside the classroom.

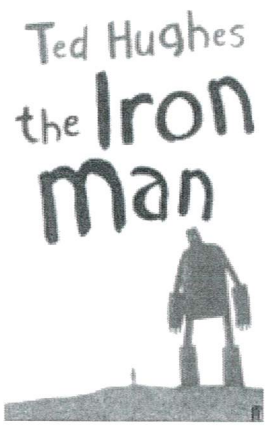
P.E.

Our outdoor PE sessions this half term will look at Basketball. The children will explore the skills required to be successful in the game such as dribbling, passing and shooting before using these skills in a game. The children will develop their understanding of the rules of Basketball.

Our indoor PE sessions will be cheerleading this half term. We will look at diferent movements and how to link them together into a routine. The children will use these skills to be successful at cheerleading.

Haydon Abbey School and Pre-School

Year 3 Autumn 2 2026



The Iron Man by Ted Hughes

PE Days: Wednesday and Thursday

Reading

This half term, we are focussing our reading on the book 'The Iron Man' by Ted Hughes. We will be discussing themes such as bravery, inclusion, prejudice and bravery. We will explore these through our VIPERS (vocabulary, inference, prediction, explain, retrieve and summarise) lessons, where there will be an opportunity to analyse the text.

Please read with your children daily to develop these skills further.

Writing

We will begin the term by writing a diary entry based on 'The Iron Man'. This book will act as our writing stimulus across the half term.

History

Enquiry Question: Would you prefer to have lived in the Stone Age, Iron Age or Bronze Age?

In this unit the children will learn about what life was like during the Stone Age, Iron Age and Bronze Age. They will discover how long ago the prehistoric period was look at how villages such as Skara Brae help us to know what life was like in the Stone Age. We will look at the impact of these times and discover what changed between each period. The children will then explain which period they would have preferred to live in and why.

Key words: AD (Anno Domini), age, barter, BC (Before Christ), date, evidence, export, historian, import, prehistory, primary source, reconstruction, secondary source, settlement, trade

Science

Forces and Magnets

In this topic the children will revise their knowledge of Forces before developing their understand of contact and non-contact forces such as gravity and magnetism. The children will look in detail at magnets and understand what is attracted to a magnet. The children will understand that magnets have poles and the properties of the poles. They will be able to label a diagram of a magnet.

We will explore these areas through investigations and fair testing.

Key words: attract, bar chart, conclusion, contact force, diagram, force, friction, investigation, magnet, magnetic material, magnetism, method, non-contact force, north pole, plan, results, record, repel, south pole, variable

Maths

In Autumn 2 Maths, we will be spending time working on multiplication and division. We will be developing our times tables knowledge and using this to solve mathematical problems. In particular, we will focus on the 2s, 5s, 10s, 3s, 4s and 10s.

Our next topic will be shape. We will use mathematical language to describe both 2D and 3D shapes, and will also learn about angles in shapes such as right angles. Finally, the children will learn how to draw polygons.

KIRF: I know the 3 and 4 times tables (x and ÷)

A times table is a list of multiples of a given number. They are important for many calculations. The children need to learn the times tables and the corresponding division facts

KIRFS - Year Three – Autumn 2

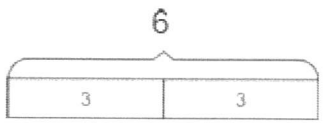
What can this look like?

Concrete:



4 × 2 = 8

Pictorial:



Abstract:

5 × 4 = 20

4 × 5 = 20

20 ÷ 4 = 5

CHALLENGE – If your child appears confident in these times tables, try them with missing number problems

e.g. 3 x ____ = 12 ____ x 4 = 32 ____ ÷ 4 = 5 ____ ÷ 3 = 7

Questions to ask at home

What is 4 **multiplied** by 2? What is 3 **multiplied** by 7?

6 **times** 4 is? 9 **times** 3 is?

27 **divided by** 3 is? 24 **divided by** 4 is?

Key vocabulary

3 **multiplied by** 7 **equals** 21

5 **times** 4 and 4 **times** 5 are **equivalent**

30 **shared** by 10 is 3

16 **divided by** 4 **equals** 4

Activity ideas:

Chants- Practice chanting the times tables.

Everyday Objects- Gather together objects and separate them into groups of 3 or 4

Websites:

https://ttrockstars.com/ - Your child's teacher will have login details which will have been sent home at the beginning of the year

https://www.topmarks.co.uk/maths-games/hit-the-button

https://www.timestables.co.uk/

History - Would you prefer to have lived in the Stone Age, Bronze Age or Iron Age?

AD (Anno Domini)*	The Latin for 'in the Year of the Lord', a term used to date the years after Jesus was born.
archaeology	Using remains to learn about the past.
barter*	To exchange goods without using money.
BC (Before Christ)*	A term used to date the years before Jesus was born.
hunter-gatherers	A group of people who move around hunting or collecting food.
settlement*	A place where people live together as a community.
trade*	The buying, selling and exchanging of objects and work.
tribe	A group of people with shared values and one leader.

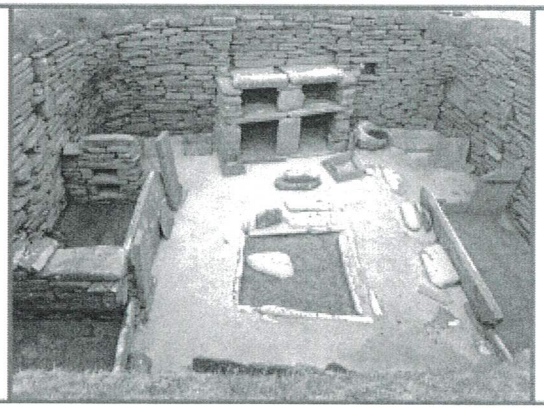
Trade

Goods like bronze and copper were exchanged for other items. Trade between Britain and Europe increased during the Iron Age. To start with, bartering was used to exchange goods, but the arrival of the first coins ended this.

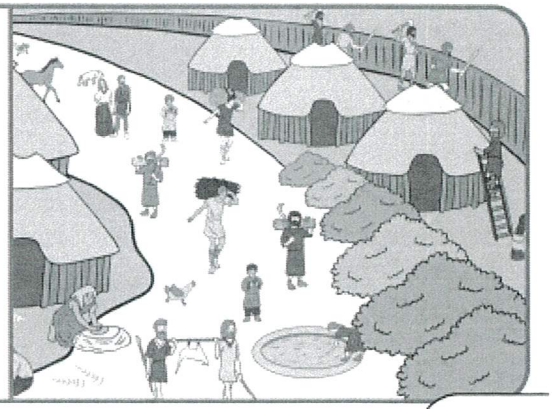


Settlements

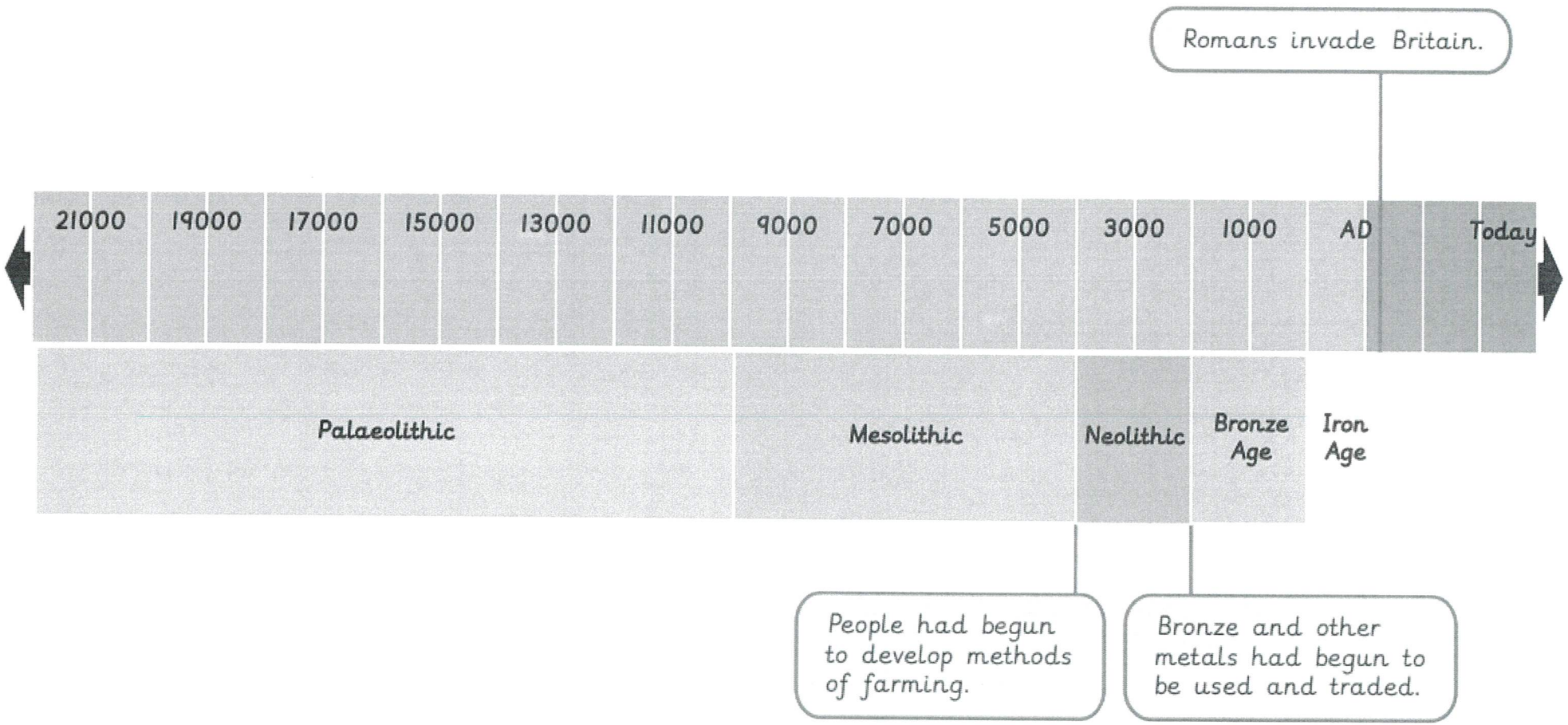
In the Neolithic period, people started to live in groups together as communities. One example of this is Skara Brae.



By the Iron Age, people were living in community groups called tribes led by a chief or a king. These were often based around hill forts which were built to defend the tribe.



Key events

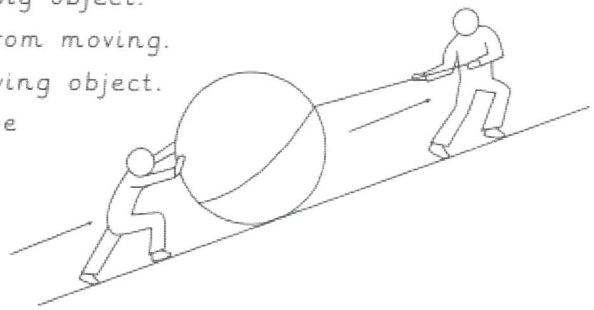

Romans invade Britain.
21000
19000
17000
15000
13000
11000
9000
7000
5000
3000
1000
AD
Today
Palaeolithic
Mesolithic
Neolithic
Bronze Age
Iron Age
People had begun to develop methods of farming.
Bronze and other metals had begun to be used and traded.

Science - Forces and magnets

A force is a push, a pull or a twist.

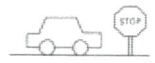
Forces can have the following effects:

- Starts an object moving.
- Changes the direction of a moving object.
- Speeds up a moving object.
- Stops an object from moving.
- Slows down a moving object.
- Changes the shape of an object.

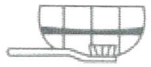


Friction is useful when it:

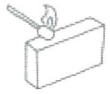
- Helps a car brake.
- Lights a match.
- Rubs out mistakes.
- Opens a jar.
- Brushes teeth clean.
- Sands down wood.



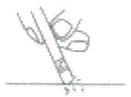
car braking



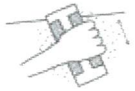
brushing teeth



lighting a match



rubbing out



sanding



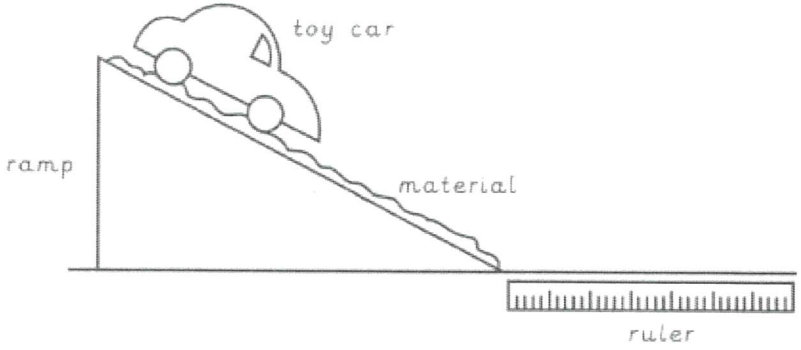
opening a jar

Contact forces are caused by contact between two surfaces.

Friction is a contact force that acts between surfaces that are sliding over one another.

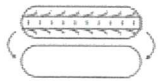
It acts in the opposite direction to motion.

The rougher a surface is, the more bumps it has and the more points of contact there are between the two surfaces. More points of contact create more friction. More friction leads to a greater slowing effect on the object.



Friction is not useful when it:

- Slows down racing cars.
- Wears down car or bike tyres.



worn tyre



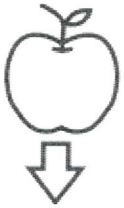
breaking speed records

Science - Forces and magnets

Non-contact forces can act at a distance.

Examples of non-contact forces are:

- Magnetism.
- Gravity.

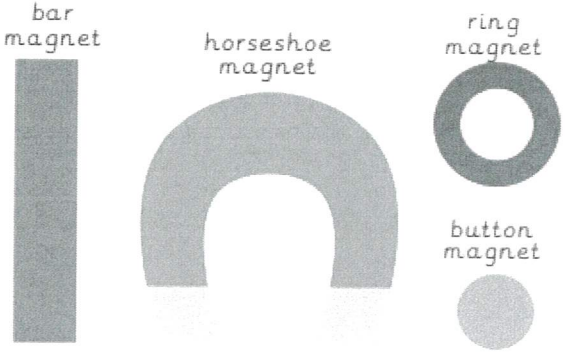


gravity

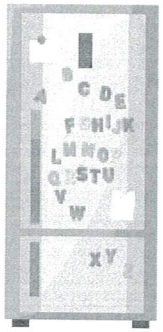


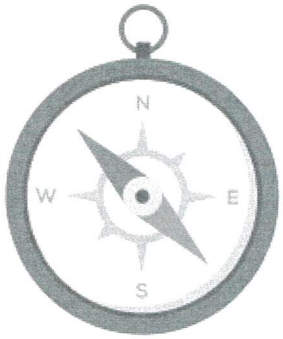
magnetism

There are different types of magnets. They can have different strengths.

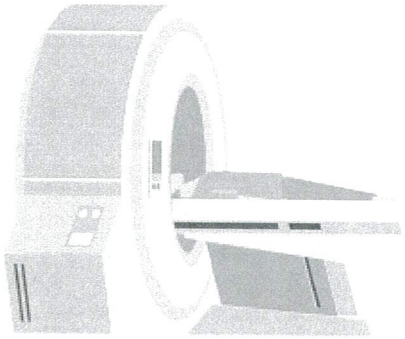


Magnets are used in compasses, fridge magnets, toys, jewellery, handbags, furniture, paints and polishes.



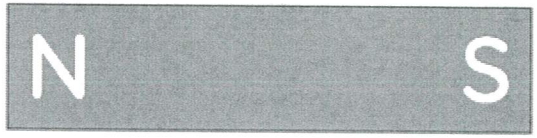


Electromagnets are magnets that can be turned on and off using electricity.



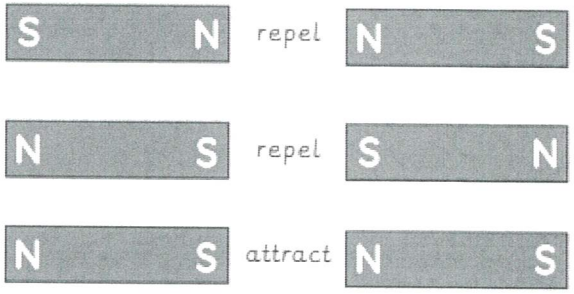
They are used in doorbells, speakers, motors, Maglev trains, MRIs and on cranes.

Magnetism is the non-contact force that comes from a magnet.



north pole south pole

Magnets have a **north pole** and a **south pole**. The opposite poles of magnets attract and like poles repel.

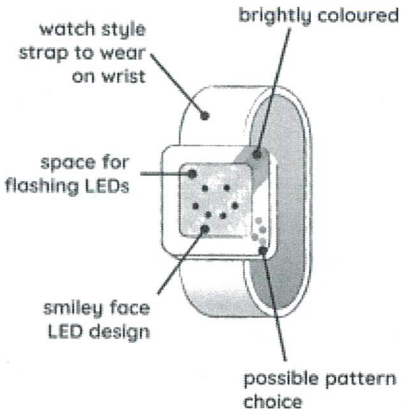


Magnetic materials are attracted to a magnet. Iron and nickel are magnetic metals. Objects that contain them will be attracted to a magnet.

Digital world: Wearable technology

analyse	Look at something in detail.
annotate	Labels on a drawing which help to explain it.
concept	An idea; in this unit, a drawing with labels.
control	To command something to change, such as lighting up or flashing.
evaluate	To decide if the design is the best it can be.
function	What something does.
initiate	To start a program.
program	A script of code that instructs a device to do something.
simulator	A computer-generated imitation of something.
user	A person who uses something.

product concept



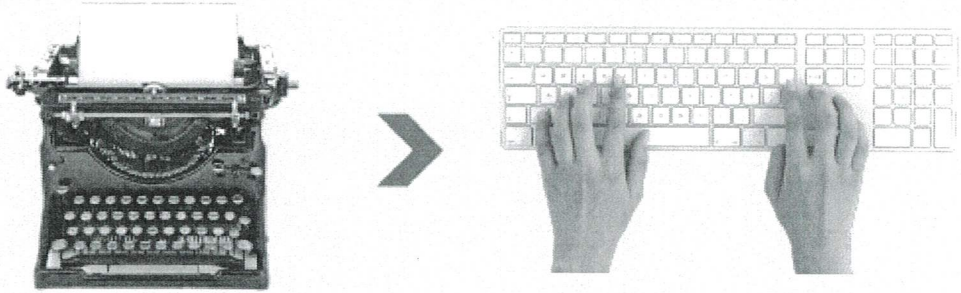
An image with annotations, explaining ideas for the shape of a product (form) and how it works (function).

computer-aided design (CAD)



Software that enables the user to create digital images.

Digital revolution



Began in the 1980s and is still happening today. Computer-based (digital) technology has become how many products function. Digital products make life easier for us all.

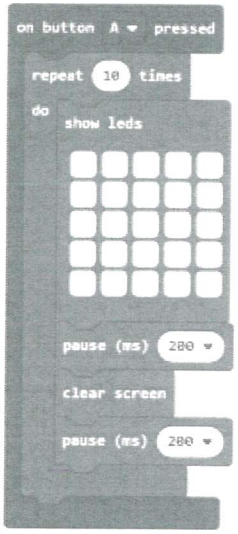
wearable technology



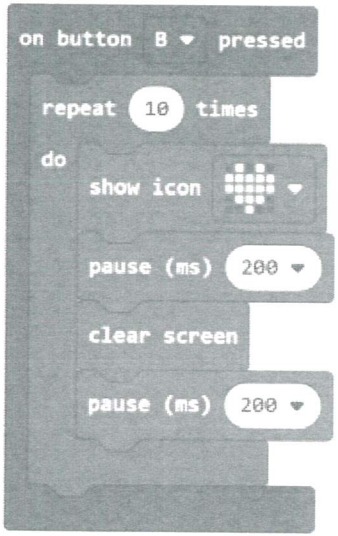
Technology you can wear to help with day-to-day activities. It has developed over time.

Digital world: Wearable technology

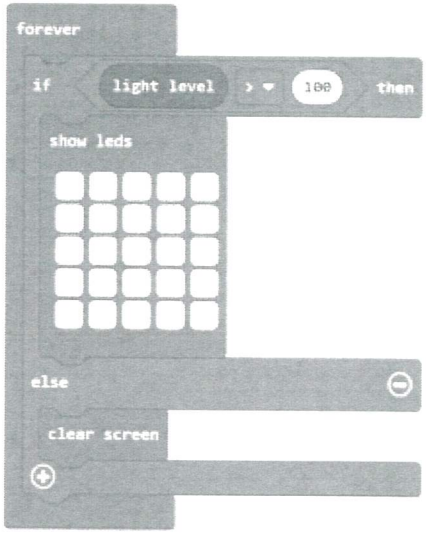
Flashing LEDS



Add a flashing pattern



Light sensor



Tips for a good evaluation

Check your design against the design criteria.

Note down something you have done well.

Get feedback from someone else.

Suggest a change.

Designed for children.

Should light up and flash.

Must be wearable.

Must use computer technology.

Must use CAD to sell the technology.

Use a focus group to evaluate the product.