



# Masefield Primary School

Masefield Road, Little Lever, Bolton, BL3 1NG



Executive Headteacher  
Mrs. L. Whittaker

Head of School  
Mr. A. Done

06 September 2024

RE: Autumn 1 Curriculum

Dear Parents and Carers,

At Masefield, our curriculum design is focused on the knowledge and understanding of our pupils and their needs in order that all children achieve their full potential. Our school curriculum provides for academic achievement but places the role of developing spiritual, moral, cultural and social development at the heart of all we do with the ultimate aim of ensuring all pupils leave Masefield with the confidence and skills to become successful and independent lifelong learners who can make a positive contribution to our diverse and democratic society. The curriculum in its widest sense is used to enhance pupil experiences and give opportunities that pupils may not have access to outside of school.

Attached is an overview of the content studied in the Autumn 1 term as well as the knowledge organisers which link to each unit. To understand fully what your child will be learning this term and be able to support your child at home, please take the time to read over these knowledge organisers.

Your child will also bring home this term's 'Home Learning Menu' today. This clearly explains the expectations for homework, as well as additional project-based learning you may wish to complete with your child to deepen their understanding of the learning taking place in class. Teachers at Masefield encourage all children to complete these projects and return them to school before the final Wednesday of the half term, when their home-learning projects will be showcased to their peers.

I would like to take this opportunity for your continued support in reinforcing the learning that takes place at Masefield.

*A. Done*

Mr A. Done  
Head of School

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# Year Three – Autumn 1

## Reading

Children will complete a daily Reading Lesson.  
Please read daily with your child.

## English

This half term, Year Three will explore Diary Entries and Non-Chronological Reports. We will be reading The Hodgeheg and Stone Age Boy.

## Mathematics

This half term, Year Three will explore Place Value & Addition and Subtraction.

## Science

This half term, Year Three will explore Rocks. This falls under the strand of Chemistry.

## History

This half term, Year Three will explore The Stone Age. They will learn about early civilisations.

## Art and Design

This half term, Year Three will explore Drawing.

## Computing

This half term, Year Three will explore Digital Citizenship. Through this unit, we will learn about keeping safe online.

## PSHCE

This half term, Year Three will explore Be Yourself. We will be thinking about how special and unique we are.

## Physical Education

This half term, Year Three will be learning about Tennis and Orienteering.

## Religious Education

This half term, Year Three will explore 'What do Christians learn from the Creation Story?'

## Music

This half term, Year Three will be performing Jiggy Clap – I Love Flowers. They will learn to play with pulse & simple ostinati.

## Spanish

This half term, Year Three will explore Los Basicos (Level 1).

# Reading at Home

## Parent Advice



### How Can I Support My Child With Reading At Home?

Studies show that reading for pleasure makes a big difference to children's educational performance. The evidence suggests that children who read for enjoyment every day not only perform better in reading tests than those who don't, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures. With the help of parents, children can learn how to read and can practise reading until they can read for their own enjoyment. Then they will have a whole world of information and knowledge at their fingertips! Below you will find some tips and advice on how you can help to support your child with reading at home.

### 10 top tips for parents to support children to read from the DfE

#### 1. Encourage your child to read

Reading helps your child's wellbeing, develops imagination and has educational benefits too. Just a few minutes a day can have a big impact on children of all ages.

#### 2. Read aloud regularly

Try to read to your child every day. It's a special time to snuggle up and enjoy a story. Stories matter and children love re-reading them and poring over the pictures. Try adding funny voices to bring characters to life.

#### 3. Encourage reading choice

Give children lots of opportunities to read different things in their own time - it doesn't just have to be books. There's fiction, non-fiction, poetry, comics, magazines, recipes and much more. Try leaving interesting reading material in different places around the home and see who picks it up.

#### 4. Read together

Choose a favourite time to read together as a family and enjoy it. This might be everyone reading the same book together, reading different things at the same time, or getting your children to read to each other. This time spent reading together can be relaxing for all.

#### 5. Create a comfortable environment

Make a calm, comfortable place for your family to relax and read independently - or together.

#### 6. Make use of your local library

Local libraries also offer brilliant online materials, including audiobooks and ebooks to borrow. See Libraries Connected for more digital library services and resources.

#### 7. Talk about books

This is a great way to make connections, develop understanding and make reading even more enjoyable. Start by discussing the front cover and talking about what it reveals and suggests the book could be about. Then talk about what you've been reading and share ideas. You could discuss something that happened that surprised you, or something new that you found out. You could talk about how the book makes you feel and whether it reminds you of anything.

#### 8. Bring reading to life

You could try cooking a recipe you've read together. Would you recommend it to a friend? Alternatively, play a game where you pretend to be the characters in a book, or discuss an interesting article you've read.

#### 9. Make reading active

Play games that involve making connections between pictures, objects and words, such as reading about an object and finding similar things in your home. You could organise treasure hunts related to what you're reading. Try creating your child's very own book by using photos from your day and adding captions.

#### 10. Engage your child in reading in a way that suits them

You know your child best and you'll know the best times for your child to read. If they have special educational needs and disabilities (SEND) then short, creative activities may be the way to get them most interested. If English is an additional language, encourage reading in a child's first language, as well as in English. What matters most is that they enjoy it.

### What difference can I make as a parent/carer?

You can make a **huge** difference. Sharing a book with your child allows you to share adventures and experiences in the safe world of the book. It allows you to ask questions, talk about what has happened and decide what you think together.

Here are some more helpful hints for reading with your child:

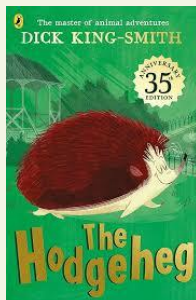
- Bring the characters to life – talk about the characters, the drawings and the events so that the story starts to come alive
- Don't be afraid to try different voices or try out your acting skills. Your child will enjoy your performance and appreciate the story even more
- Remember that your face says it all – so exaggerate your normal expression times three like a children's TV presenter: children will love it
- Turn off the television and concentrate on enjoying the book
- Try audio books that children can listen to on the car stereo, on computers or phones – this is a great way to build a child's understanding of stories and improve their listening skills
- Make books part of your family life – always have books around so that you and your children are ready to read whenever there's a chance
- Bedtime stories – regularly read with your child or children at bedtime. It's a great way to end the day and to spend valuable time with your child

# Year Three: English

## Knowledge Organiser



### We will be reading...



## The Hodgeheg

Author: Dick King Smith

### We will be learning to write...

#### superlatives and comparatives

A superlative is a word that describes something that is the very best of its kind, and can't be beat by anything else.

Comparative adjectives compare one person or thing with another.

#### compound sentences

A compound sentence is a sentence with two main clauses that are usually joined by a co-ordinating conjunction.

Co-ordinating conjunctions are:

**and but yet**

#### adverbs of place within a sentence

Adverbs of place modify verbs, adjectives or other adverbs; they usually answer the question 'where?'

The ants were **crawling everywhere.**

#### statements and exclamations

A statement is a definite or clear expression of something.

**The ride takes about 3 minutes.**

An exclamation sentence is one that expresses sudden or strong emotions.

**How awful it will be if the dragon catches us!**

### We will produce short stories.

#### Features of short stories

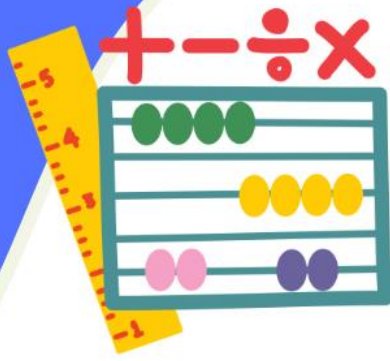
When writing short stories, I should:

- Organise sentences into paragraphs.
- Write sentences in the correct tense.
- Write sentences with more than one clause.
- Include descriptive language, including adjectives, similes and personification.
- Proofread and edit to correct spelling and grammatical errors.
- Use a range of punctuation including commas, full stops, exclamation marks, question marks, ellipses, inverted commas, semi-colons and dashes.



# Year Three: Maths

## Knowledge Organiser



We will be learning about...

### Place Value

#### Partitioning numbers

**256**

two hundred	fifty	six
200	50	6

#### 10 and 100 more or less

Ten Less  120	 130	Ten More  140
One Hundred Less  212	 312	One Hundred More  412

#### Compare and order numbers

100s | 10s | 1s

$324 > 243$   
greater than

100s | 10s | 1s

$79 < 126$   
less than

smallest

greatest

497 | 508 | 512 | 521 | 602

500 | 600

#### Represent numbers

**587**

five hundred and eighty-seven

Hundreds | Tens | Ones

$500 + 80 + 7$

Hundreds | Tens | Ones

#### Vocabulary

hundreds      tens      ones      zero      place value  
greater than    less than    order      partition    digit



# Year Three: Rocks and Fossils

## Knowledge Organiser



### The Big Idea

Rocks are formed in the Earth's crust and they have different properties. Soils are formed from the breakdown of rocks and decaying organic matter. Fossils are formed when dead animals are trapped within rocks.

#### Properties of rocks

Rocks are made out of minerals and have many different properties, including:

- Hardness
- Durability
- Permeability
- Density



#### Are rocks made in the same way?

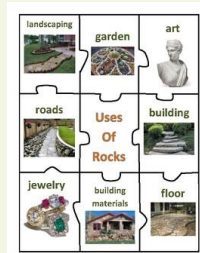


Rocks are formed in three different ways.

- Igneous rocks form when magma or lava hardens.
- Sedimentary rocks form from sediment compaction.
- Metamorphic rocks form by transformation of other rocks.

#### Uses of rocks

Rocks can be used for many different things and the properties of individual rocks make them good for particular uses.



#### Mary Anning

Mary Anning was an English fossil collector and palaeontologist.



#### Fossils



Fossils are the preserved remains of plants and animals whose bodies were buried in sediments, such as sand and mud, under ancient seas, lakes and rivers.

#### Soils



Soil is a mixture of air, water, broken down rock matter and other organic material. The common types of soil are clay, sand and silt.

### Vocabulary

rock    organic matter    permeable    impermeable    soil    fossil  
 igneous    sedimentary    metamorphic    magma

# Year Three: The Stone Age

## Knowledge Organiser



### The Big Idea



Stone Age humans hunted large mammals, including woolly mammoths, giant bison and deer. They used stone tools to cut, pound, and crush—making them better at extracting meat and other nutrients from animals and plants than their earlier ancestors.

#### What is prehistory?

Prehistory is the earliest stages of human history. Our understanding of this time is limited and only from archaeology. It is made up of the Palaeolithic period, Mesolithic period, Neolithic period, Bronze Age and Iron Age.



#### How did people live in prehistory?



There were many developments in this time that changed the way we live. There were changes in lifestyles, diets and the tools they used.

#### Why is it called the Neolithic revolution?

During this time, migrants arrived from Europe and brought new ideas. They began to settle in one place and agriculture began by cutting down areas of forest. Homes were built to be permanent.



#### Did metals change everything?

New ideas including metalworking were brought by migrating people called the Beaker people. Metal tools had advantages such as a sharper blade, more durable and could be repaired.



#### What evidence do prehistoric monuments offer?



Stonehenge is a monument built in four stages from the Neolithic into Bronze Age. It, and other monuments, potentially reveal aspects of religious belief. It was definitely the site of burials.

#### How was iron better than bronze?

In the Iron Age, people lived in tribal groups that fought each other for land and possessions. Iron meant more people could have metal tools and weapons than before.



### Vocabulary

archaeologist    artefact    BC    Neolithic    chronology  
tribal    hunter-gatherers    shelter



# Year Three: Drawing

## Knowledge Organiser



### The Big Idea

Georgia O'Keeffe was known as an artist who painted nature in a way that showed how it made her feel. She is best known for her paintings of flowers and desert landscapes. We can use pencil to add dimension to a drawing using tone and value to create and enhance form.

### Vocabulary

value

smooth

rough

fine

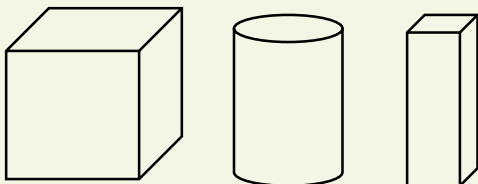
### Research the Artist



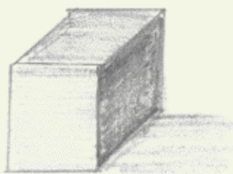
**Georgia O'Keeffe**  
Modern Artist

- Born on 15th November 1887 in Wisconsin, United States.
- At the age of ten, Georgia O'Keeffe knew she wanted to be an artist and she started to have lessons with Sara Mann, a watercolour painter. She was inspired by the scenery of New Mexico.
- As she got older, O'Keeffe started to lose her central vision but she continued to produce artwork.
- Her most well-known work features objects enlarged and painted as if viewed through a magnifying glass.

### Shape Drawing

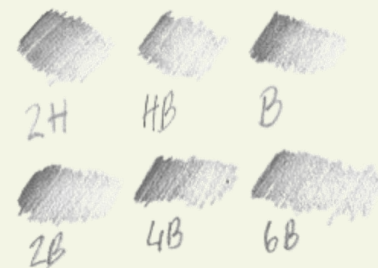


I can draw these shapes freehand.



I know that shadow is created by blocking light.

### Pencil Gradients



A B grade pencil means the core has more graphite, and will make a bolder, darker line, and also be a little smudgier than a light pencil.

An H grade pencil means the core has more clay, and will make a lighter, finer line, and will be less smudgy than a dark pencil.



# Year Three: Digital Citizenship Knowledge Organiser



## The Big Idea

Digital citizenship means being a good and safe person when using the internet. This includes being kind to others, protecting your personal information, asking for permission before doing things online, and being careful about what you share. It's like being a good citizen in your community, but online!

### Digital Footprint

Your digital footprint shows what you have done on the internet. It's important that you only put things on the internet that you are proud of.



### Identity



Identity is who you are, like your name, what you like, and what makes you special.

### Trust vs Like

Trusting somebody is very different to liking them. It is important to be careful about who you trust online.



### Feelings



People's feelings can be hurt by what is written online. Remember, what is funny to you may not be funny to others.

### Vocabulary

digital citizen  
world wide web  
health and wellbeing  
digital footprint  
online bullying  
online reputation  
self-image  
identity

### Personal Information

It is very important to be careful about what personal information you share online.



### Appropriate Behaviour



It is important to behave appropriately online. Remember, what you post can stay there for a very long time.

### Online Bullying

Online bullying can appear in different ways. How can we get help if this happens to us?

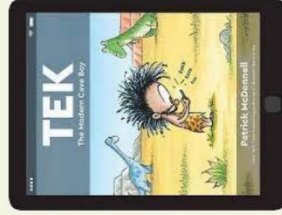


### Health and Wellbeing



Spending too much time using technology can have a negative impact on us.

### Our Linked Text



# Year Three: Be Yourself

## Knowledge Organiser



### The Big Idea

It is important that children understand a range of emotions that they may feel. They should be able to set themselves goals to improve and learn how to fix things when they have made a mistake.

#### Our Linked Text



#### Feelings

Different feelings can affect my actions.



#### Goals



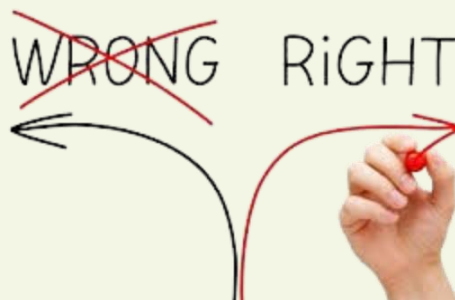
I can use my strengths to set myself new goals.

#### Media



I should know that messages in the media are not always realistic.

#### Mistakes



If I make a mistake, I can make things right.

### Vocabulary

proud    assertive    media    risk    confidence  
influence    strategies

# Year Three: What do Christians learn from the Creation Story?

## Knowledge Organiser



## The Big Idea

If God created the world, why isn't everything perfect?  
If the devil tempted people, was the world really perfect before people disobeyed God?

### Where does Creation belong in the 'Big Story' of the Bible?

The order of the 'Big Story' is God, Creation, Incarnation, Gospel then Salvation. The Creation Story is part of Genesis.



### What kind of world do Christians believe in? What do we mean by good?



Christians believe in a world that, though currently marred by sin and brokenness, was originally created by God as good and perfect. They hold the hope that through Jesus Christ, this world will ultimately be restored to its intended state—a place of peace, justice, love, and harmony, where God's kingdom reigns and all creation is renewed.

### How have Christians interpreted looking after the world?

Christians see the world as belonging to God and feel that people should be like stewards or caretakers, looking after God's good earth.



### How do different Christians think about and look after the environment?



Christians care for the environment by practicing stewardship, promoting sustainability, and advocating for justice, seeing it as their responsibility to protect God's creation and ensure its well-being for future generations.

### What do Christians mean by 'The Fall'?

The Fall is the story of when Adam and Eve were tempted and gave in to the feelings of temptation.



## Vocabulary

creation bible Genesis The Fall sin disobey