



Parent Information Booklet – S3 Curriculum Autumn Term 2026

English

Our theme this term is 'Change.'

Mr Jones

Pupils will complete a reading and writing baseline assessment to support them and monitor their progress. They will then complete a National 5 RUAE paper in the summer term to review their progress.

The class will be building their language skills through an exploration of grammar, alongside a comprehensive Reading for Understanding, Analysis and Evaluation programme to help them prepare for Nationals and beyond. The class will learn how to recognise the commands from different question types and the approaches needed to successfully show their comprehension of non-fiction texts. Pupils can be supported in this work through an encouragement to read quality journalism on a regular basis.

This term, S3 will also be studying the novella 'Of Mice and Men' by John Steinbeck – the title's inspiration comes from the Robert Burns poem, 'To a Mouse'. Within this unit of study, the class will explore and evaluate the novel's characters, settings, themes and symbolism. This will be based on their understanding of the context of The Great Depression, The Dust Bowls of 1930's America, and the entrenched discrimination and prejudices itinerant workers, women and people of colour suffered at the time.

Within this series of work, pupils will continue to strengthen their ability to analyse literary techniques and how these impact the reader's attitudes toward the author's chosen subject. This unit of work will involve many different activities for the pupils to enjoy, ultimately aiming to develop and support their critical thinking skills. Pupils will also be taught how to write creatively in response to the novella using this text as a springboard for their ideas.

Parents can help their young person at home by asking them what they think about the characters and events of the story, as well as significant historical events that helped shape the author's style and concerns mentioned above.

Mrs Thompson

Near the start of term, pupils will complete written baseline assessments in reading and writing.

This term, pupils will study the play 'Blood Brothers.' They will be taught drama terminology, how to understand the writer's craft: plot development, character establishment and development, setting, language, themes and literary devices. We will also focus on how to infer from the text, a skill that is

transferable to other aspects of the English curriculum and across the curriculum. Pupils will also be taught how to write creatively in response to the play. In addition, they will write a critical essay on an aspect of the text.

They will be developing their analysis skills, as they are taught how to analyse at a deeper level, in preparation for national exams in S4.

Pupils will be taught and encouraged to use ambitious vocabulary and a wide range of punctuation, to elevate the level of their written work.

Reading for Understanding, Analysis and Evaluation skills will be developed throughout the term. The class will learn how to recognise the commands from different question types and the approaches needed to successfully show their comprehension of non-fiction texts. This is in preparation for National 5 English. All S3 pupils will complete a National 5 RUAE paper in May.

Pupils do *not* have a library period in S3, but are expected to be reading both fiction and non-fiction or pleasure in their own time.

Parents can help their young person at home by asking them about what they are reading as a school text and for pleasure and what they have done for homework. They could talk to them about plot, characters, themes and new vocabulary. They could also encourage them to practise punctuation and writing skills. BBC Bitesize has a variety of activities to help develop pupils' skills

<https://www.bbc.co.uk/bitesize/subjects/zbdxvcw>

<https://www.bbc.co.uk/bitesize/subjects/z38myrd>

To help with understanding of 'Blood Brothers'

<https://www.bbc.co.uk/bitesize/topics/z4rvqyc/watch/zgvh9ty>

<https://www.bbc.co.uk/bitesize/topics/z4rvqyc/watch/zqdrxg8>

Ms White

Pupils will be completing a baseline assessment in reading to support them and monitor their progress. They will then complete the same assessment in the summer term, to check progress.

Pupils will be working on the National 2 English and Communication qualification. This includes units of work in Understanding Language, Creating Texts and Listening & Talking. Alongside this pupils will continue to work on their reading fluency and comprehension, basic grammar and writing skills.

Maths

S3 Mrs Chatterton

This term we will be continuing with the work started in June to prepare pupils for the National 5 Applications of Maths course in S4. Students will be concentrating on numeracy aspects that will help them to form the building blocks towards the nationals next year. The topics include money, negative numbers, speed, distance and time as well as problem solving. Students will have 2 mini assessments during this Unit. Homework for Maths will be issued on a Thursday for the following Wednesday each week. The following websites may be useful to support your child in their learning:

<https://www.bbc.co.uk/bitesize>

<https://www.national5maths.co.uk/free-national-4-maths/>

https://www.mathsrevision.com/index_files/N4_Applications.htm

S3 Mr Archibald

This term we will be continuing to work through National 4 Mathematics which was started last session, to prepare pupils for National 5 in S4. We start the term with Tolerance and then move onto Gradient. Following that, S3s will learn Equations and Inequalities before completing an assessment on those 3 topics. Homework for Maths will be issued on a Wednesday and will be due on the following Wednesday. The following websites may be useful to support your child in their learning:

<https://www.national5maths.co.uk/free-national-4-maths/>

www.mathsrevision.com

www.bbc.co.uk/bitesize

S3 Ms Wilson

This term we will be working on the “Money” unit of National 2 Lifeskills Mathematics, before moving on to the unit “Measurement”.

In the money unit we will be looking at money in real-life contexts; counting amounts of money to £20, making amounts of money to £20, calculating cost to the value of £20 and calculating change up to £5. This will involve selecting and carrying out calculations (addition/subtraction/multiplication/division), with the aid of a calculator.

In the measurement unit we will be looking at using measuring instruments for real-life contexts; interpreting scales to the nearest marked and numbered division, recording measurements using appropriate instruments/units, using vocabulary to compare measured items.

<http://www.scruffs.shetland.co.uk/nat2apps.html>

<https://cfemathshub.com/national-2-lifeskills-mathematics>

RME

This term S3 will be learning about the range of ethical stances used when making moral decisions. We will be using the 2012 film version of ‘Les Misérables’ to explore decision making and the consequences of choices focusing on individual characters from the film and making links with real life situations. To support your young person, you can ask them to explain the different ethical stances and help them to apply them in situations they face on a day-to-day basis.

Elective RMPS

This Term pupils will choose the direction of study by selecting a unit of work from the morality and belief modules. The class will decide between – Conflict, Medicine, Environment, or Justice. Each unit explores the real-life moral issues that arise. They will learn to examine them critically and discuss religious and non-religious responses to them. Please discuss your young person's learning with them and direct them to relevant and appropriate news stories to support their studies.

Social Subjects

- **History** – This term we will be learning about The Cold War. We will be using a range of primary and secondary sources to help us judge the reasons why a Cold War developed between Russia and America, examining the impact of the Atomic Bomb and the effect on relations between the East and the West. Pupils will be encouraged to think critically and to organise their thoughts based on the evidence before them. To support your child at home you can encourage them to watch history documentaries on any topic, especially those on BBC iPlayer as these expose students to a wider historical timeframe and general knowledge which they can then bring into class.
- **Modern Studies** – This term we will be studying a world power – Brazil. We will look at the political system and inequalities in the country with a focus on crime. Pupils will begin to work on skills that will be required for national Modern Studies. We will be answering point, explain, example questions as well as learning how to complete an options skills question, both key skills in the subject.
- **Geography** – This term the pupils will continue to work through our 'Indonesia' case study, where we are covering a range of key geographical skills and ideas, using Indonesia for our examples. Firstly, will be looking at globalisation and how this has impacted the environment in Indonesia. We'll focus on issues such as pollution and deforestation. We'll then move onto tourism, specifically looking at the impacts of mass tourism in Bali.

You can support your child by discussing the topics covered in their lessons, encouraging them to keep up with current events and where possible reading a quality newspaper in order to improve their understanding of the wider world.

Art

This term, S3 pupils are developing their skills in mark-making and printmaking. They will explore a range of techniques, beginning with monoprinting to experiment with expressive lines, textures, and patterns inspired by the theme of fish.

As their confidence grows, pupils will move on to lino printing, learning how to plan, carve, and print their own designs. Towards the end of term, they will apply these skills to create a festive-themed lino print, combining creativity with careful craftsmanship. This project helps pupils build precision, patience, and an appreciation for the printmaking process.

How to Support at Home:

- Encourage your child to sketch or draw regularly, experimenting with different lines, textures, and shading styles.
- Provide opportunities to look at examples of printed artwork — either online or in local galleries — and discuss how artists use mark-making to create mood and detail.
- Support your child in developing ideas for their festive print, perhaps by noticing seasonal patterns, decorations, or designs together.

- Celebrate their creativity by displaying or photographing their artwork at home.

Physical Education

S3 Core PE pupils will be undertaking blocks of Football and Basketball this term. Extra-curricular clubs for Football, Rugby and Netball will also be available for pupils to attend.

Those pupils who opted to undertake S3 Elective PE will also engage in blocks of Volleyball and Fitness. This will be complimented with several classroom-based theory sessions to begin to prepare the pupils for the demands of National 5 Physical Education.

Please encourage your children to get plenty of exercise and physical activity through the Autumn term. Pupils and parents can also access the PE Dept. Website www.langholmpe.wordpress.com to find lots of learning resources and get updates about sporting success.

Personal Support Programme

Employability - S3 pupils will be completing units 1 + 2 of the SQA Employability Award. Pupils will complete units 3 + 4 next year. Both S3 classes will also be running a Coffee Morning at either October or Christmas with all proceeds going towards a chosen Charity.

To support your child please provide them with an opportunity to discuss these topics with you. Useful website link <https://www.myworldofwork.co.uk/>

Home Economics

This term, learners will be working towards completing the **RHET Food Hygiene Certificate**. This valuable qualification introduces the fundamentals of food hygiene and provides opportunities to apply best practices in real-life cooking scenarios.

Topics We'll Cover:

- Characteristics of bacteria
- Causes and prevention of food poisoning
- Personal hygiene and professional habits of food handlers
- Safe and hygienic working environments
- Effective cleaning routines
- Common food pests and how to control them
- Introduction to HACCP (Hazard Analysis and Critical Control Points)
- Food safety legislation

Why It Matters:

Achieving this certificate supports **employability skills** and is especially beneficial for those considering a career in any food-related industry. It's a practical and recognised qualification that adds value to learners' future pathways.

Expectations & Reminders:

- Learners will receive **regular homework** to support their progress toward this certification.
- Cookery skills will continue to be developed throughout the term.
- Pupils are encouraged to **bring containers** to class on cooking days to take home their dishes.
- Practicing practical skills at home is highly recommended to build confidence and competence. Doing tasks such as washing dishes or vegetable preparation regularly is beneficial.

Engineering Science

So far pupils have studied the universal systems approach, systems diagrams and control diagrams. We have also explored the roles and responsibilities of various engineering disciplines.

This term, pupils are beginning to focus on analogue and then digital electronics. Analogue electronics requires pupils to solve basic algebraic functions. Pupils may find it useful to review their mathematics notes in this regard. Please support your child in reviewing coursework content at home. All of the course notes and content are available on Teams or in your child's jotter. Pupils will also require a scientific calculator to complete this unit of work and following into Term 2. Please ensure your child brings a calculator to school.

Biology

This term in Biology we will start working on our "Cells and Protein" topic.

We will begin by looking at different types of cells and continuing to build on our skills in using microscopes. We will then look at the structure of DNA and how this genetic information determines the structure of proteins. This leads us into more depth to the function of one of these proteins - enzymes.

Pupils have been supplied with a jotter, which will contain a record of their work. They will also be issued with regular homework exercises, which will be issued through Teams. For each key area they will receive a glossary of key terms and a set of summary (revision) notes.

You can help your child by reading newspaper articles about proteins. The TedEd website contains many short, animated videos and videoed talks on these topics, which can be accessed using the website's search function. BBC Bitesize also contains videos and interactive activities that are useful for revision.

Chemistry

S3 Chemistry – Building Towards National 4 & 5

During this part of S3 Chemistry, pupils develop their understanding of the fundamental ideas that underpin Chemistry. The course is designed to build confidence in practical work, scientific thinking and problem solving, while introducing knowledge and skills that pupils will use again if they progress to National 5 Chemistry.

What pupils will be learning

- **Chemical reactions** – recognising chemical reactions and describing what happens when new substances are formed.
- **The particle model** – explaining solids, liquids and gases, changes of state and diffusion using particles.
- **Atomic structure** – learning about protons, neutrons and electrons, electron arrangements, atomic number and mass number.
- **The Periodic Table** – understanding how elements are organised and recognising metals and non-metals.
- **Energy changes** – investigating energy changes that occur during chemical reactions.
- **Types of chemical reaction** – recognising and describing different patterns of chemical reaction.
- **Chemical formulae and equations** – progressing from chemical names and word equations towards using chemical symbols and formulae.
- **Balancing chemical equations** – developing the important National 5 skill of representing reactions using balanced equations.
- **Practical and problem-solving skills** – carrying out experiments safely, making observations, recording results and drawing conclusions.
- **Practice and consolidation** – regular opportunities to practise and revisit important knowledge and skills.

Where is this learning leading?

Many of the ideas introduced during S3 form the foundations of National 4 & 5 Chemistry. Building a secure understanding now will make the transition to National 5 & 6 Chemistry easier and allow pupils to tackle more demanding applications and problem-solving tasks with confidence.

How can parents and carers help?

You do not need to know Chemistry yourself to help. One of the most effective ways to support your child is simply to ask them to explain their learning to you.

- What did you learn in Chemistry this week?
- Can you explain it to me without looking at your notes?
- Can you give me an example?
- What part did you find most difficult?

If your child can explain an idea clearly in their own words without looking at their notes, this is a good indication that they understand it.

Useful areas for short, regular practice

Short and frequent practice can be particularly helpful. Encourage your child to revisit:

- element names and symbols
- atomic structure
- electron arrangements
- atomic number and mass number
- chemical formulae
- word equations
- symbol equations

- balancing equations

Little and often is best: a few minutes of regular retrieval practice can help pupils retain important knowledge and prepare for the demands of National 4 & 5 Chemistry.

Websites to support learning – BBC bitesize

YouTube Miss Adams

YouTube Martin McCartney

Physics

The autumn term in S3 Physics will focus mostly on Dynamics – the physics of movement. We'll look at acceleration and graphs of motion, how forces affect how everything moves and solve problems involving moving objects. From there we will start the Space topic, which will involve looking at the common objects in Space and how satellites are used.

Homework will be issued via Teams (or a paper copy can be requested) and there will be an assessment at the end of the Dynamics topic.

Parents / carers can support our young people by visiting helpful physics websites such as :

<https://www.bbc.co.uk/bitesize/subjects/zjk2fg8>

Business Management

Pupils will be working towards National 4 Business, a Qualifications Scotland course designed to develop an understanding of how businesses operate and respond to their customers and the wider business environment. The course includes topics such as Business in Action, covering how businesses operate, customer needs and the main functional areas of a business, as well as Influences on Business, which looks at internal and external factors affecting business activity

To support your child please urge them to watch the news daily as well as reading reputable newspapers.

Mr Clement's class will be introduced to the basics of accounting and develop an understanding of how financial information is used within a business. They will learn how to prepare a simple cash budget to help monitor money coming into and going out of a business, as well as an income statement to show whether a business has made a profit or loss over time.

You can support your child by encouraging them to practise basic calculations and discuss everyday examples of income and expenditure, such as household bills and spending. They can help their child understand the importance of budgeting by creating a simple cash budget together

Music

Pupils will focus on their 2 chosen classroom instruments and have the opportunity to play a variety of music of their own choice, to build their performance skills and improve their autonomy in reading musical notation. It is recommended that if pupils want to continue to National 4 or 5 in S4 they should make time to practise regularly out with class time. This term we are exploring the music of the popular culture, working on our listening skills as well as composing within the genre. Revision materials can be found at [My Music Online – Music Resources for Education](#) and it is expected that they will be revising the concepts weekly at home using this or our Music Microsoft Team.

To support your young person please encourage them to check their Microsoft Teams, as they will have semi-regular homework tasks to complete (work can be printed out for any who require this). Please also support your young person in catching up on work missed via Teams if they are absent.

Computing: Mr Wood

S3 pupils receive 3 45-minute Computing Science lessons each week and one piece of homework per term.

This term, pupils will progress to Godot, a more advanced game development environment used to create 2D and 3D games. Pupils will create a complete 2D arcade game called Neon Drift, introducing them to a more structured approach to programming and game development.

Pupils will move beyond block-based programming and begin working with text-based code. They will learn how a game can be organised using scenes, nodes, and scripts, and how separate parts of a program can work together to create a complete game. Pupils will develop features including player movement, collision detection, collectable items, enemies, scoring, timers, and game-over conditions.

As their programs become more complex, pupils will develop their problem-solving and debugging skills by regularly evaluating their code, identifying errors, and making changes to improve how their game works. They will also gain experience of organising files and managing the different components that make up a software project.

By the end of the project, pupils will have gained experience using a more advanced programming environment and text-based code, while developing their confidence in creating, evaluating, and debugging more complex programs.

British Sign Language

S3 pupils receive three periods a week learning British sign language. This term we will be looking at how to **greet people**, **BSL features** (context with use of sign with more than one meaning, positives & negative signs, facial expressions, lip patterns), **introducing yourself** (formal and informal), **places** (UK and international), **Jobs** and signs associated with **Halloween**,

All topics learnt are used by pupils to make sentences, questions and answers and role play situations to confidently and effectively communicate through sign language with a partner or group. At the end of each block of learning pupils will complete an online assessment.

Homework will be online via the sign language course pupils will be enrolled in. This can be accessed through any device with internet. Pupils will be encouraged to revise material learnt in their lessons or catch up on any work missed. Log in details will be emailed to each pupil's glow account. www.british-sign.co.uk.