

Year 3	Autumn Term 2						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English Mission 2 A Giant Birthday	Reading: • apply growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words children encounter • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word • develop positive attitudes to reading, and an understanding of what they read • understand what they read in books they can read independently • retrieve and record information from non-fiction • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say • learn to justify their views about what they have read (with support at the start of year 3) Writing: • write: an invitation to a grand event, choosing appropriate language matching form and organization to purpose, clear instructions (directions), a formal letter of apology, matching form and organization to purpose, using formal language and letter structure and using paragraphs to organize • add detail to information using: who, what, when, where, why • use commas to punctuate lists of nouns/adjectives • use connectives (conjunctions): because, that, when, or, if, after, also, while, as well. Using linking and sequencing words: soon, after, before, at last, the next day • say and writing simple instructions: structure, purpose, audience • use past and present tense verbs • follow a simple formal letter structure, adding interest and detail using adjectives, adverbs and noun phrases • use imperative or 'bossy' verbs • use adjectives and adverbs to add detail prepositions of place to clarify directions • sequence ideas using higher-level connectives: however, although, as a result of, nevertheless • use notes to plan writing • use further prefixes and suffixes and understand how to add them • spell further homophones • spell words that are often misspelt • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first 2 or 3 letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. • apply sufficient knowledge of spelling in order to use dictionaries efficiently • plan, draft, evaluate and edit writing, including proof-read for spelling and punctuation errors and reading aloud so that the meaning is clear Revisit: • adding detail to information using: who, what, when, where, why • using commas to punctuate lists of nouns/adjectives • using connectives (conjunctions): because, that, when, or, if, after, also, while, as well • using linking and sequencing words: soon, after, before, at last, the next day • saying and writing simple instructions: structure, purpose, audience • using past and present tense verbs • following a simple formal letter structure • adding interest and detail using adjectives, adverbs and noun phrases						

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Maths Multiplication and Division	Children will learn to: - write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods - recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables - solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects						
Science Light and Shadow	To recognise that we need light in order to see Children will learn to: - identify that we need light in order to see things - identify that dark is the absence of light - identify a variety of light sources Children will learn to work scientifically by: - asking relevant questions and using different types of scientific enquiries to answer them - reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions - using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions - identifying differences, similarities or changes related to simple scientific ideas and processes - using straightforward	To learn about how light from the Sun can be dangerous and how we can protect ourselves Children will learn to: - name a way to protect their skin or eyes from the sun - identify ways in which a test can be made fair - make clear and relevant observations Children will learn to work scientifically by: - asking relevant questions and using different types of scientific enquiries to answer them - setting up simple practical enquiries, comparative and fair tests - recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables - using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions - using straightforward scientific evidence to	To investigate how the size of shadows change throughout the day Children will learn to: - explain why shadows created by the Sun change position during the course of a day - plan and carry out an investigation - find patterns in the way the size of shadows change Children will learn to work scientifically by: - setting up simple practical enquiries, comparative and fair tests - gathering, recording, classifying and presenting data in a variety of ways to help in answering questions - recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables - 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recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables - using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions - using straightforward scientific evidence to	To investigate how we use reflective materials in everyday life Children will learn to: - describe what a highly reflective object/surface is - identify a highly reflective object - identify ways in which we use reflective surfaces Children will learn to work scientifically by: - asking relevant questions and using different types of scientific enquiries to answer them - setting up simple practical enquiries, comparative and fair tests - recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables - using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions - using straightforward scientific evidence to

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	scientific evidence to answer questions or to support their findings	answer questions or to support their findings				answer questions or to support their findings	answer questions or to support their findings
Computing Stop-frame Animation	To explain that animation is a sequence of drawings or photographs Children will learn to: - create an effective flip book-style animation - draw a sequence of pictures - explain how an animation/flip book works	To relate animated movement with a sequence of images Children will learn to: - create an effective stop frame animation - explain why little changes are needed for each frame - predict what an animation will look like	To plan an animation Children will learn to: - break down a story into settings, characters and events - create a storyboard - describe an animation that is achievable on screen	To identify the need to work consistently and carefully Children will learn to: - evaluate the quality of their animations - review a sequence of frames to check their work - use onion skinning to help them make small changes between frames	To review and improve an animation Children will learn to: - evaluate another learner's animation - explain ways to make their animations better - improve their animations based on feedback	To evaluate the impact of adding other media to an animation Children will learn to: - add other media to their animations - evaluate their final films - explain why they added other media to their animations	
Geography Investigating Coasts	To find out what coasts are and how they are formed Children will learn to: - identify coastal areas using maps - understand that coastal areas are constantly changing - explain what erosion and depositional landforms are	To find out about the physical features of coasts and the processes of erosion that affect them Children will learn to: - understand how coastal erosion takes place - describe how caves, stacks and arches are formed - understand that human activity can also cause erosion	To explore different strategies of coastal management Children will learn to: - identify and explain different strategies for coastal management - describe advantages and disadvantages of using coastal management strategies - understand how coastal management strategies affect people's lives now and in the future	To identify different types of beaches Children will learn to: - identify different types of beaches - describe the physical features of different types of beaches using appropriate vocabulary - describe the human features of different types of beaches using appropriate vocabulary	To use maps and secondary sources to research and describe coastal areas Children will learn to: - use maps to locate a coastal holiday location - use secondary sources to research a coastal holiday location - communicate in ways suitable to the task	To learn how changes in land use will affect people and the environment in different ways Children will learn to: - identify different viewpoints about the proposed building of the hotel - understand how changing land use affects people in different ways, now and in the future	
Art Sonia Delaunay	To become familiar with the early life and artwork of Sonia Delaunay Children will learn to: - recall some facts about the early life of Sonia Delaunay - express their opinion about an artist or artwork	To learn about the Delaunays and Orphism Children will learn to: - identify what Orphism art is - explain the difference between complementary and harmonious colours - experiment with the	To explore how Sonia Delaunay created rhythm and movement in her artwork Children will learn to: - explain how Sonia Delaunay created a feeling of movement in her artwork - discuss and give their	To know how Sonia Delaunay expanded her artwork to include fashion Children will learn to: - understand how and why Sonia Delaunay began to design clothes - explain their opinion of Sonia Delaunay's designs - create their own designs in the style of Sonia Delaunay	To explore the influence and legacy of Sonia Delaunay Children will learn to: - describe the life and work of Sonia Delaunay - recognise the influence Sonia Delaunay's work has had on both fashion and modern art - express their own thoughts and opinions on the work of Sonia Delaunay		

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	ask and answer questions about an artist and their artwork	use and effect of colours in their own artwork	opinions of specific artworks create their own artwork to represent a journey				
RE Big Question: How are symbols and sayings important in religion? How did Jesus and Buddha make people stop and think?	Children will learn to: - Discuss and present their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including music, art and poetry - Observe and understand varied examples of religions and worldviews, so that they can explain with reasons, their meanings and significance to individuals and communities - Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews - Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range	Children will learn to: - Discuss and present their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including music, art and poetry - Observe and understand varied examples of religions and worldviews, so that they can explain with reasons, their meanings and significance to individuals and communities - 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PSHE Stereotypes	Children will learn to: - understand what a stereotype is, and how stereotypes can be unfair, negative or destructive - recognise stereotypes in the workplace and that a person's career aspirations should not be limited by them	Children will learn to: understand what a stereotype is, and how stereotypes can be unfair, negative or destructive		Children will learn to: understand what a stereotype is, and how stereotypes can be unfair, negative or destructive	Children will learn to: identify the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs	Children will learn to: - identify the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs - recognise stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes	
Music Glockenspiel 1	Children will learn to: - recognise the difference between pulse and rhythm - develop playing skills using the glockenspiel - follow the directions of a musical leader - handle instruments carefully and correctly – appropriate use of beaters, correct striking distance...etc	Children will learn to: - play in time with the music and each other - learn to play the notes C, D, E, and F - develop playing skills using the glockenspiel - follow the directions of a musical leader - handle instruments carefully and correctly – appropriate use of beaters, correct striking distance...etc	Children will learn to: - play a selection of tunes from memory / following the note names - develop playing skills using the glockenspiel - follow the directions of a musical leader - handle instruments carefully and correctly – appropriate use of beaters, correct striking distance...etc	Children will learn to: - start to recognise how music can be notated on a stave - develop playing skills using the glockenspiel - follow the directions of a musical leader - handle instruments carefully and correctly – appropriate use of beaters, correct striking distance...etc	Children will learn to: - improvise to a blues track using the notes C and D - help to create a composition using the glockenspiels and notes C, D, E, and F - develop playing skills using the glockenspiel - follow the directions of a musical leader - handle instruments carefully and correctly – appropriate use of beaters, correct striking distance...etc	Children will learn to: - take part in a class performance and make musical decisions about what should be included - appraise their own performance, say what they liked/didn't like and why - develop playing skills using the glockenspiel - follow the directions of a musical leader - handle instruments carefully and correctly – appropriate use of beaters, correct striking distance...etc	
Sports	Children will learn to: How to dribble and	Children will learn to: Develop the range and	Children will learn to: Develop the range and	Children will learn to: Develop their attacking	Children will learn to: Play in a team and help each other		

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Invasion Games 2	- stop a football - Recognise aspects of their work that need improving	- consistency of their passing and receiving skills - Use rules and adapt tactics in different situations	- consistency of their football skills - Use and adapt tactics, such as creating space and communicating, in different game situations	- and defending skills - Use rules and adapt tactics in different situations - Find space and help each other	Recognise when speed, strength and stamina are important in games	
Dance Life on the Nile	Children will learn to: - Improvise freely on their own and with a partner, translating ideas from a stimulus into movement - Explore and create characters and motifs in response to a range of stimuli	Children will learn to: - Improvise freely on their own and with a partner, translating ideas from a stimulus into movement - Create motifs and link dance phrases using simple choreographic principles	Children will learn to: - Explore and create characters, narratives and motifs in response to a range of stimuli - Create and link dance phrases using dance structures, motifs and simple choreographic principles	Children will learn to: - Create and link dance phrases using simple choreographic principles, motifs and a set step - Perform more complex dance phrases that communicate character and narrative	Children will learn to: - Perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups - Perform more complex dance phrases and dances that communicate character and narrative	
French Jeux et chansons (Games & songs)	Children will learn to: - Listen attentively to spoken French and show understanding by joining in and responding - Explore patterns and sounds of language through songs and link the spelling, sound and meaning of words - Appreciate songs in French - Express opinions and respond to those of others - Develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases					