



Year 3 Term Aut 1			
Subject	Prior Skills/Knowledge/language	New skills	Planning
English  <u>Setting Description and Travel Report</u>	<b>Year 1 /2</b> -Sentences with different forms: statement, question, exclamation, command -expanded noun phrases to describe and specify -the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but)	<ul style="list-style-type: none"> <li>- <b>Extending</b> the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</li> <li>- <b>Using</b> the present perfect form of verbs in contrast to the past tense</li> <li>- <b>Choosing</b> nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>- <b>Using</b> conjunctions, adverbs and prepositions to express time and cause using fronted adverbials</li> <li>- <b>Using</b> commas after fronted adverbials indicating possession by using the possessive apostrophe with singular and plural nouns</li> <li>- <b>Using</b> and punctuating direct speech</li> </ul>	<b>Setting Description</b> <b>Model Text – ‘Return’ By Aaron Becker</b> <b>Week 1/2 ‘Immerse’</b> <ul style="list-style-type: none"> <li>- Explore and discuss various settings.</li> <li>- Read model text and focus on the setting.</li> <li>- Create a story map.</li> <li>- Write alternative setting descriptions.</li> </ul> <b>Week 3 ‘Analyse’</b> <ul style="list-style-type: none"> <li>- Explore and create prepositional phrases</li> <li>- Analyse features of setting descriptions – prepositional phrases, expanded noun phrases, senses.</li> </ul> <b>Week 4 ‘Plan and Write’</b> <ul style="list-style-type: none"> <li>- Children plan their writing through discussion about setting possibilities role play and drama.</li> </ul>

			<ul style="list-style-type: none"> <li>- Write an alternative setting description.</li> </ul> <p><b><u>Travel Report</u></b> <b><u>Model Text: The Griffin Flight</u></b></p> <p><b>Week 1-2 – ‘Immerse’</b></p> <ul style="list-style-type: none"> <li>- Discuss trips the children might have taken.</li> <li>- Role play as travel reporters.</li> <li>- Annotate model text.</li> </ul> <p><b>Week 3 – ‘Analyse’</b></p> <ul style="list-style-type: none"> <li>- Discuss and identify features of travel reports.</li> <li>- Identify and use language in independent writing.</li> <li>- Change the mood of the text through language.</li> </ul> <p><b>Week 4 – ‘Plan and write’</b></p> <ul style="list-style-type: none"> <li>- Children plan their writing through discussion about travel reports, role play and drama.</li> </ul>
<p><b>Maths</b></p> <p><b><u>Number – Place Value</u></b></p> <p><b><u>Addition and subtraction</u></b></p>	<p><b>EYFS</b></p> <p><b>Number</b></p> <ul style="list-style-type: none"> <li>-<b>Count</b> reliably with numbers from 1-20</li> <li>-<b>Order</b> and compare numbers from 1-20</li> <li>-<b>Solve</b> problems including doubling, halving and sharing -Add and subtract two single digit numbers</li> </ul> <p><b>Yr 1 /2</b></p> <p><b><u>Place Value:</u></b></p> <ul style="list-style-type: none"> <li>-count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</li> </ul>	<p><b><u>Place Value:</u></b></p> <ul style="list-style-type: none"> <li>-<b>Count</b> from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number</li> <li>-<b>Recognise</b> the place value of each digit in a three-digit number (hundreds, tens, ones)</li> <li>-<b>Compare</b> and <b>order</b> numbers up to 1000 Identify, represent and estimate numbers using different representation</li> <li>-<b>Read</b> and <b>write</b> numbers up to 1000 in numerals and in words</li> <li>-<b>Solve</b> number problems and practical problems involving these ideas.</li> </ul>	<p><b><u>Place Value</u></b></p> <p><b>Week 1</b> – Identify, represent and estimate numbers using different representations. Read and write numbers up to 1000 in numerals and words. Count in hundreds.</p> <p><b>Week 2</b> – Recognise the place value of each digit in a 3-digit number (hundreds, tens, ones) Compare and order numbers to 1000. Compare objects and numbers to 1000.</p> <p><b>Week 3</b> – Find 1, 10, 100 more or less from a given number.</p>

	<p>-recognise the place value of each digit in a two-digit number (tens, ones)          -identify, represent and estimate numbers using different representations, including the number line          -compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs          -read and write numbers to at least 100 in numerals and in words          use place value and number facts to solve problems.</p> <p><b>Yr1 / 2</b>  <u><b>Addition and Subtraction</b></u></p> <p>-<b>Add and subtract</b> numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones, a two-digit number and tens, a two two-digit numbers and adding three one-digit numbers          -<b>Show</b> that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot          -<b>Recognise</b> and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p>	<p><u><b>Addition and subtraction</b></u></p> <p>-<b>Add and subtract</b> numbers <b>mentally</b>, including: a three-digit number and ones, a three-digit number and ten, a three-digit number and hundred and add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction          -<b>Estimate</b> the answer to a calculation and use inverse operations to check answers          -<b>Solve</b> problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p>	<p>Solve number problems and practical problems involving the above.</p> <p><u><b>Addition and Subtraction:</b></u></p> <p><b>Week 1</b> –Add and subtract multiples of 100, add and subtract 3digit numbers          Subtract a 1-digit number from a 3-digit number.</p> <p><b>Week 2</b> – Add and subtract 3-digit numbers using formal written methods of columnar addition and subtraction. Add and subtract 100s.</p> <p><b>Week 3</b> –Subtract a 2 digit number from a 3-digit number. Estimate the answer to a calculation and use inverse operations.</p> <p><b>Week 4</b> - Solve problems including missing number problems using number facts and place value.</p>
<p><u>Science</u></p> <p><u>Animals including humans</u></p> <p><u>Rocks</u></p>	<p><b>EYFS</b></p> <p>-<b>Identify</b> similarities and differences in relation to places, animals, objects, materials and living things.</p> <p><b>Year 1 / 2</b></p>	<p><b>Animals including humans:</b></p> <p>-<b>Identify</b> that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p>	<p>1 – <b>Types of nutrition</b> – children will look at the types of nutrition animals and humans need and where this nutrition comes from.</p> <p>2 – <b>Amount of nutrition</b> - Children will examine the amount of nutrition that is required in order to lead full and healthy lifestyles.</p>

	<ul style="list-style-type: none"> <li>- <b>Asking</b> simple questions and recognising that they can be answered in different ways</li> <li>- <b>Observing</b> closely, using simple equipment</li> <li>- <b>Performing</b> simple tests</li> <li>- <b>Identifying and classifying</b></li> <li>- Using their observations and ideas to suggest answers to questions</li> <li>- <b>Gathering and recording</b> data to help in answering questions</li> </ul>	<p>-<b>Identify</b> that humans and some animals have skeletons and muscles for support, protection and movement.</p> <p><b>Rocks:</b></p> <p>-<b>Compare</b> and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>-<b>Describe</b> in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p><b>Recognise</b> that soils are made from rocks and organic matter</p>	<p>3 – <b>Types of skeleton</b> – Children will examine the human skeleton in detail and come to compare it to skeletons of other animals, looking closely at similarities and differences between the two.</p> <p>4 – <b>Naming bones</b> – Children will come to know and name key bones of the human body and will be able to identify and name these on diagrams of the human body.</p> <p>5 – <b>Functions of a skeleton</b> – Children will understand the importance of bones and the role of these in relation to our basic functions and needs.</p> <p>6 – <b>Muscles</b> – Finally children will learn about the key role muscles play in our function and physical performance, understanding the relationship between muscle function and physical fitness.</p> <p><b>Rocks</b></p> <p>1-<b>Pre-assessment:</b> Children will identify what they already know about rocks and begin to identify rocks we see in everyday life.</p> <p>2-<b>Types of rock</b> – children will explore the different types of rock and how they are formed – making rocks from starburst!</p>
<p><u>History</u></p> <p><u>Pre-historical Britain:</u></p>	<p><b>EYFS</b></p> <p>-<b>Identify</b> similarities and differences between environments.</p>	<p>-<b>Explore</b> late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</p> <p>-<b>Identify</b> Bronze Age religion, technology and travel, for example, Stonehenge</p>	<p>1. Children will explore what life was like during the Stone Age, looking at key artefacts from the period</p>

Pre-Historic  
Britain

*-Talk about the features of their own environment and how environments vary from each other.*

**Yr 1 / 2**

*-Develop an awareness of the past, using common words and phrases relating to the passing of time.*

*-know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.*

*-Use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.*

*-Understand some of the ways in which we find out about the past and identify different ways in which it is represented.*

*-Explore Iron Age hill forts: tribal kingdoms, farming, art and culture*

*and beginning to ask historical questions.*

- 2. Children will investigate key events during the Neolithic period and come to understand their significance. They will use a variety of facts to create a timeline*
- 3. Children will Investigate artefacts found during the stone age, looking at key archaeological finds, using these to help us explain how we know about the Stone Age.*
- 4. Children will research the Stone Age further using ICT in order to create a fact file about the period.*
- 5. Children will look at historical cave art paintings, they will analyse them and experiment with a range of materials in order to create their own cave art painting.*
- 6. Children will explore how Stone Age people collected their food and what they would have eaten.*
- 7. Children will explore the transition from the stone age to the iron age, examining facts and the importance of this change in terms of our history.*
- 8. Children will celebrate everything they have learned about the Stone Age and present their favourite historical facts to the rest of the class.*

<p><b>RE</b> <u>Harvest</u></p>	<p><b>EYFS</b> -<b>Listen</b> to and <b>discuss</b> a range of bible stories, drawing comparisons and making links within a real life context.</p>	<ul style="list-style-type: none"> <li>- <i>Children should be able to ask good questions about the meaning and purpose of Harvest celebrations</i></li> <li>- <b>Know why</b> harvest festival is celebrated and talk about related Christian beliefs;</li> <li>- <b>Understand</b> that Harvest is celebrated around the world in many different ways.</li> <li>- <b>Reflect</b> and talk sensitively about their experiences of Harvest festivals.</li> </ul>	<ol style="list-style-type: none"> <li>1. <i>Children understand the importance of the harvest festival and how and why it is celebrated.</i></li> <li>2. <i>Children will research harvest celebrations from the past, drawing comparisons with other religious celebrations.</i></li> <li>3. <i>Children will analyse the Jewish festival of Sukkot, making comparisons between this and traditional Harvest celebrations.</i></li> <li>4 – 7. <i>Children will rehearse for the year 3</i></li> <li>8. <i>Harvest Festival performance.</i></li> </ol>
<p><b>PSHE</b> <u>Being me in my world</u></p>	<p>-<b>Reflect</b> on personal thoughts and feelings.</p>	<ul style="list-style-type: none"> <li>- <b>Recognise</b> self worth</li> <li>- <b>Set</b> personal goals</li> <li>- <b>Reflect</b> on emotions</li> <li>- <b>Understand</b> why rules are needed</li> </ul>	<ol style="list-style-type: none"> <li>1. <i>Children reflect on their biggest achievements and set personal goals for their time in Year 3.</i></li> <li>2. <i>Children reflect on their fears for the coming school year, what do they like about school so far? What would make our school a horrible place to be?</i></li> <li>3. <i>Children reflect on what their dream school would be. Children draw a picture of what their dream school would look like.</i></li> <li>4. <i>Children learn the importance of rules and why we have them. Children come up with their own rules for a successful school/classroom.</i></li> <li>5.-6 <i>Children create a learning charter for our school, creating illustrations and rules as a group.</i></li> </ol>
<p><b>P.E</b> <u>Athletic skills</u></p>		<ul style="list-style-type: none"> <li>- <b>Develop</b> flexibility and strength</li> <li>- <b>Develop</b> control and balance.</li> <li>- <b>Perform</b> gymnastic moves safely.</li> </ul>	<ol style="list-style-type: none"> <li>1. <i>Children develop flexibility and strength by learning different jumps and leaps and how to do these safely.</i></li> </ol>

*2. Children develop control and balance by focusing on forward rolls and how to do these safely.*

*3-4. Children learn how to complete cartwheels and handstands.*

*4.5. Children learn how to link movements by learning effective linking movements in order to sequence events.*

*6-7. Children achieve their personal best by performing a combination of the moves they have learnt over the term*