



Year 3 Term Aut 2			
Subject	Prior Skills/Knowledge/language	New skills	Planning
<u>English</u> <u>Travel Report</u> <u>Character Narrative</u>	<p>Year 1 /2 -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)</p>	<ul style="list-style-type: none"> - Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. - Using the present perfect form of verbs in contrast to the past tense - Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - Using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials - Using commas after fronted adverbials indicating possession by using the possessive apostrophe with singular and plural nouns - Using and punctuating direct speech 	<p><u>Travel Report</u> <u>Model Text: The Griffin Flight</u></p> <p>Week 4 – ‘Plan and write’</p> <ul style="list-style-type: none"> - Children plan their writing through discussion about travel reports, role play and drama. - <p><u>Character Narrative</u> <u>Model Text: Seen and Not Heard</u></p> <p><u>Week 1 – ‘Immerse’</u></p> <ul style="list-style-type: none"> - Children are immersed in the text through role play and drama. - Write descriptive phrases. - Create a story map. - Write descriptions for a mischievous character. <p><u>Week 2 – ‘Analyse’</u></p>

- Annotate the model text, highlighting key vocabulary and features of character description.
- Discuss and find 'writer hints' within the model text.
- Apply key vocab and language in independent writing.

Week 3/4 – 'Plan and Write'

- Children gather ideas to create their own plan in order to write a story about a mischievous character.
- Write an alternative story about a mischievous character.

Instructions

Model Text: How to be a mischievous child.

Week 1 – 'Immerse' / 'Analyse'

- Children discuss instructions and how and where we might use them.
- Children highlight and annotate the model text, identifying key vocab and language features.

Week 2/3 – 'Plan and Write'

- Children gather ideas to create their own plan write their own set of instructions as to how to create a mischievous child.
- Write an alternative set of instructions.

<p>Maths</p> <p><u>Multiplication and Division</u></p> <p><u>Consolidation – Place Value and Addition and Subtraction</u></p>	<p>EYFS</p> <p>Number</p> <ul style="list-style-type: none"> -Count reliably with numbers from 1-20 -Order and compare numbers from 1-20 -Solve problems including doubling, halving and sharing -Add and subtract two single digit numbers <p>Yr 1 /2</p> <ul style="list-style-type: none"> - Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers - Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs - Show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot - Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts 	<p><u>Multiplication and Division</u></p> <ul style="list-style-type: none"> - Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables - 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 - 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 	<p><u>Multiplication and Division</u></p> <p>Week 1 – Make equal groups, multiply by 3, divide by 3.</p> <p>Week 2 – Learn the 3 x table, multiply by 4, divide by 4.</p> <p>Week 3 – Learn the 4 x table, multiply by 8, divide by 8.</p> <p>Week 4 – Learn the 8 x table, Solve practical and written problems involving multiplication and division.</p> <p>Week 5-7- Consolidation of place value, addition and subtraction and multiplication and division.</p>
<p><u>Science</u></p>	<p>EYFS</p>	<p>-Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p>	<p>1. Children will identify what they already know about rocks and</p>

<p><u>Forces and Magnets</u></p>	<p><i>-Identify similarities and differences in relation to places, animals, objects, materials and living things.</i></p> <p>Year 1 / 2</p> <ul style="list-style-type: none"> - Asking simple questions and recognising that they can be answered in different ways - Observing closely, using simple equipment - Performing simple tests - Identifying and classifying - Using their observations and ideas to suggest answers to questions - Gathering and recording data to help in answering questions 	<p><i>-Describe in simple terms how fossils are formed when things that have lived are trapped within rock</i></p> <p>Recognise that soils are made from rocks and organic matter</p>	<p><i>begin to identify rocks we see in everyday life.</i></p> <ol style="list-style-type: none"> 2. <i>Types of rock – children will explore the different types of rock and how they are formed – making rocks from chocolate!</i> 3. <i>Properties of rocks – Children will test the properties of rocks, identifying which are stronger than others.</i> 4. <i>Exploring soils, examining how it is formed and their usefulness and purpose.</i> 5. <i>Fossil formation – Children will explore what fossils are, ow they are formed and what they can tell us about pre-historic life.</i> 6. <i>Identifying fossils – Children will become fossil detectives and come to identify common fossils.</i>
<p><u>Geography</u></p> <p><u>Countries of the World</u></p>	<p>EYFS</p> <p><i>-Identify similarities and differences between environments.</i></p> <p><i>-Talk about the features of their own environment and how environments vary from each other.</i></p> <p>Yr 1 / 2</p>	<ul style="list-style-type: none"> - Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. - understand geographical similarities and differences 	<ol style="list-style-type: none"> 1. <i>Prior Learning – locating the UK on a world map.</i> 2. <i>Children look at world maps and begin to continents on a world map.</i> 3. <i>Chn consolidate their knowledge of continents by identifying and locating countries on a world map.</i> 4. <i>Chn begin to identify the features of each continent, exploring tallest mountains, longest rivers, hottest and coldest climates.</i>

	<ul style="list-style-type: none"> - name and locate the world's 7 continents and 5 oceans - name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <p>use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<p>through the study of human and physical geography-</p> <ul style="list-style-type: none"> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<p>Chn create charts and graphs depicting this information.</p> <p>5. Chn build on their map skills of locating countries and continents by moving o to creating capital cities on a world map. To be able to locate major capital cities of the world</p> <p>6. Chn will explore and identify the features of human and physical geography of certain countries and will present the information they have found out.</p> <p>7. Children will compare countries by looking at the similarities and differences between different countries. Post assessment.</p>
<p><u>RE</u></p> <p><u>Christmas – God with us</u></p>	<p>EYFS</p> <p>-Listen to and discuss a range of bible stories, drawing comparisons and making links within a real life context.</p>	<ul style="list-style-type: none"> - Children should be able to ask good questions about the meaning and purpose of Christmas celebrations - Know why Christmas is celebrated and talk about related Christian beliefs; - Understand that Christmas is celebrated around the world in many different ways. 	<ol style="list-style-type: none"> 1. Prior Learning 2. What does it mean to be present? Discuss with the children what it means to be present, to be here at this moment on this day. You are all with each other in the room together. 3. Read a variety of nativity storybooks that emphasise Jesus is God here on Earth.

		<ul style="list-style-type: none"> - Reflect and talk sensitively about their experiences of Christmas 	<ol style="list-style-type: none"> 4. How does the arrival/presence of a baby (a new little person) change the life of the people around it? 5. Briefly recall how Jesus' presence in the world had a massive impact then and go on to think about how we believe he makes a huge impact on the world now. 6. How is the incarnation reflected in the lives of people today? Look at the actions of Christians that show them putting their belief in Jesus and his presence in action.
<p><u>PSHE</u></p> <p><u>Celebrating difference</u></p>	<p>-Reflect on personal thoughts and feelings.</p>	<ul style="list-style-type: none"> - Recognise that everyone is different - Understand how to help someone if they are being bullied - Understand the difference between kind words and harmful words. 	<ol style="list-style-type: none"> 1. Families – looking at their own families and that of others chn will come to accept that everyone is different. 2. Family conflict – chn come to recognise that difference and conflict arise in families, chn come to recognise the importance of including others when working and playing. 3. Witness and Feelings – Chn understand how to help someone if they are being bullied 4. Witness and solutions – Chn come up with solutions with regards to bullying. 5. Words and harm – chn understand the differed between kind words and harmful words.

P.E

Gymnastics

- **Develop** flexibility and strength
- **Develop** control and balance.
- **Perform** gymnastic moves safely.

1.Children develop flexibility and strength by learning different jumps and leaps and how to do these safely.
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