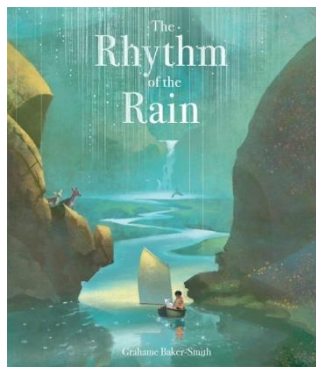


## Year 3 - Autumn 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Writing</b>	<p><b>Stories by the same Author</b></p> <p>Read stories by Michael Foreman and establish what his style is like. Make and write predictions and answer questions. Discuss preferences, record ideas and then write comparisons.</p> <p>Grammar focus:</p> <ul style="list-style-type: none"> <li>- Extending the range of sentences with more than one clause</li> </ul>	<p><b>Stories by the same Author</b></p> <p>The book provides the context for work on verbs and progressive forms of present and past tense. Identifying active verbs helps children recognise multi-clause sentences and how conjunctions are used to add information about time and cause.</p> <p>Grammar focus:</p> <p>Use and punctuate direct speech</p>	<p><b>Newspaper Reports</b></p> <p>All about the Romans and Pompeii, children will be immersed in what life was like in Roman times by research, role-play, <b>Escape to Pompeii</b> and <b>The Roman Record</b>. They will then write a variety of recounts to create a Roman newspaper.</p> <p>Grammar focus:</p> <p>Use the present form of verbs in contrast to the past tense</p>	<p><b>Newspaper Reports</b></p> <p>All about the Romans and Pompeii, children will be immersed in what life was like in Roman times by research, role-play, <b>Escape to Pompeii</b> and <b>The Roman Record</b>. They will then write a variety of recounts to create a Roman newspaper.</p> <p>Grammar focus:</p> <p>Use adverbs to express time and cause</p>	<p><b>Creating Images</b></p> <p>Use a selection of poems to explore how to create images using words, <b>Daddy Fell into the Pond</b> by Alfred Noyes, <b>The Bug Chant</b> by Tony Mitton, and <b>I Like this Poem</b> by Kaye Webb. Children find and use adjectives and adjective phrases to convert a poem to prose.</p> <p>Grammar focus:</p> <p>Choose nouns appropriately</p>	<p><b>Creating Images</b></p> <p>Use their voice to add excitement to a poem performance and compose poems using the themes of animals and weather.</p> <p>Grammar focus:</p> <p>Use adverbs appropriately</p>
<b>Maths</b>	<p><b>Place Value</b></p> <p>The main focus of this step is to ensure that children get a sense of the size of numbers to 100 and can see clearly the number of tens and</p>	<p><b>Place value</b></p> <p>In this step, children partition numbers to 1,000 into hundreds, tens and ones. Children represent numbers in a part-whole model and</p>	<p><b>Place value</b></p> <p>children estimate the position of numbers on number lines within and up to 1,000 Children use their existing number sense to complete their</p>	<p><b>Addition and Subtraction</b></p> <p>In Year 2, children learnt to add and subtract two 2-digit numbers, including with exchanges. Throughout this block children build on that</p>	<p><b>Addition and Subtraction</b></p> <p>Children have already explored strategies to add 1-digit numbers to a 2-digit number crossing 10. Children build on this to add a 1-digit number to a 3-</p>	<p><b>Addition and Subtraction</b></p> <p>So far in this block, children have mentally added and subtracted 1s, 10s and 100s with 3-digit numbers. The focus now moves to written addition and subtraction. By</p>

	ones each number is made up of	identify missing parts and wholes. They write numbers in expanded form, using a part-whole model as support where needed	estimates and can explain their thinking.	knowledge, working towards adding and subtracting 2-digit and 3-digit numbers with exchanges.	digit number. Children may initially rely on counting on in 1s, but the aim of this step is to build towards mental strategies for crossing the 10	the end of this small step, children will be able to add two numbers, either both 2-digit or both 3-digit, using the formal written method
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<b>Science</b>	<b>Animal Nutrition &amp; The Skeletal System</b>					
	<p>In the Animal Nutrition and the Skeletal Systems project, your child will revisit prior learning about living things, including how animals can be carnivores, herbivores or omnivores, needing food, water, air, shelter, sleep and space to reproduce and survive. They will use the term 'nutrition', learning that it is a life process by which all living things get or make food.</p>			<p>They will learn that humans are omnivores because of their teeth and ask scientific questions about the human diet and research to find the answers. They will learn how humans need a balanced diet containing various foods in the right proportions from the main food groups: fruit and vegetables, carbohydrates, proteins, dairy and alternatives and oils and spreads. They will learn that oils and spreads contain fat which is an essential part of the human diet if consumed in small amounts, before investigating the fattiness of various foods.</p>		

<b>Reading</b>	<b>The Rhythm of the Rain</b>					
						
	<p><i>The Rhythm of the Rain</i> by Grahame Baker-Smith is a beautifully illustrated story that follows the journey of water from a mountain pool through rivers, oceans, and back again, bringing the water cycle to life. The book's lyrical language and vivid imagery make it an excellent teaching tool for geography, science, and literacy, helping children</p>					

	<p>understand sequencing, cause and effect, and environmental connections. Teachers can use it to inspire descriptive writing, creative artwork, and discussions on conservation, making learning both immersive and meaningful.</p>	
<b>Topic</b>	<b>Flow</b>	
	<p>Get your wellies on and let's wade right in! This half term, we'll visit a local river to find out what lives there, where the river is going and how fast it's travelling. At the river, we'll collect water and soil samples and catch river creatures. We'll examine the samples at school to investigate how clean the water is.</p>	<p>Using our creativity, we'll write journals as river travellers and journey on an imaginary boat to rivers around the world. We'll make working models of water wheels, investigate the water cycle and use natural materials to make models that demonstrate river formation.</p>
<b>Art &amp; DT</b>	<b>Contrast and Complement</b>	
	<p>This term, our exciting art project, <i>Colour Through the Ages</i>, will introduce children to the fascinating world of colour theory. Linked to our <i>Through the Ages</i> history topic, this project will help students understand how artists have used colour throughout time to create mood, depth, and meaning in their work. Children will explore the</p>	<p>They will also learn about <i>warm and cool colours</i>, <i>complementary colours</i>, and <i>analogous colours</i>, discovering how different colour combinations can influence the way we perceive artwork. Through hands-on activities and analysis of famous artworks, students will develop their creative skills and gain a deeper appreciation for</p>

	<p><i>colour wheel</i> and experiment with <i>colour mixing</i> to create secondary and tertiary colours.</p>	<p>the role of colour in artistic expression. We look forward to seeing their creativity flourish and sharing their wonderful artwork with you at the end of the project!</p>
<b>PSHE</b>	<h3>How can we be a good friend?</h3>	
	<p>This unit is inspired by the idea that if a class team works well together, it has a positive impact on all of its members and what they they can achieve. It aims to enable the children to identify the impact their actions have on the team they are working in.</p>	<p>In this unit, children learn about successful teamwork skills, being considerate of others in the team and how to positively resolve any conflicts that occur.</p>
<b>PE</b>	<h3>Athletics</h3>	
	<p>Children will develop their fundamental athletic skills through an engaging six-week unit focused on running, jumping, and throwing. They will start with <i>The Basics</i>, building coordination, balance, and agility as the foundation for all athletic activities. In <i>Super Sprinter</i>, they will practice sprinting techniques, improving speed, reaction time, and running form. <i>Heroic Hurdling</i> will introduce them to hurdling skills, teaching them how to time their jumps and maintain rhythm while running. <i>Jumping Animals</i> will focus on different types of jumps, such as long jump and high jump, helping students develop power and control. In <i>Thorough Throwing</i>, they will explore throwing techniques.using different objects, enhancing accuracy and distance. Finally, in <i>Push Throw Space Mission</i>, children will refine their throwing power and precision through fun, space-themed challenges. This unit will not only improve physical fitness but also encourage perseverance, confidence, and a love for athletics.</p>	