


## Year 3 - Autumn 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Writing</b>	<p style="text-align: center;"><b>Stories From Other Cultures</b></p> <p>Using two Indian stories as an introduction to the genre, children discuss characters of Tiger Child, map out the story and read different versions of another tale, then perform a story.</p> <p>Grammar focus: Use prepositions to express time, place and cause</p>	<p style="text-align: center;"><b>Stories From Other Cultures</b></p> <p>Using this famous story, children read extracts and answer questions. Getting to know the story better, they discuss characters, role play a key part of the story then put the events into a linked sequence.</p> <p>Grammar focus: Use and understand grammatical terminology</p>	<p style="text-align: center;"><b>Non-chronological Reports</b></p> <p>Children look at features of reports and identify these. They cut out and arrange text boxes and identify third and first person verbs and the use of different tenses. They write brief paragraphs using sub-headings.</p> <p>Grammar focus: Extend the range of sentences with more than one clause</p>	<p style="text-align: center;"><b>Non-chronological Reports</b></p> <p>Using tenpin bowling, children identify and revise word classes. They follow a PowerPoint presentation and play a game using different word classes. They include different types of word in own writing.</p> <p>Grammar focus: Use conjunctions to express time or cause</p>	<p style="text-align: center;"><b>Poems from Around the World</b></p> <p>Children read and perform 'Carnival'. They discuss selected poems, revising and using poetry terms. They choose poetry which reflects their own experiences, discussing the context and write an acrostic poem, using a model.</p> <p>Grammar focus: Using conjunctions, adverbs and prepositions to express time and cause</p>	<p style="text-align: center;"><b>Poems from Around the World</b></p> <p>Children read and analyse 'Moon Cakes ...' in a comprehension exercise. They extend vocabulary through dictionary work. They share some list poems and generate rhyming words on a theme. They write a rhyming poem, building strong images.</p> <p>Grammar focus: Use fronted adverbials appropriately</p>
<b>Maths</b>	<p style="text-align: center;"><b>Addition and Subtraction</b></p> <p>This step will be children's first experience of subtraction across a 100, and they will use base 10 and place value counters to represent calculations alongside the written method. At each step of the subtraction,</p>	<p style="text-align: center;"><b>Addition and Subtraction</b></p> <p>In this step, children explore the inverse relationship between addition and subtraction and how both relate to the part-whole structure.</p>	<p style="text-align: center;"><b>Multiplication and Division A</b></p> <p>In Year 2, children recognised, made and added equal groups. This small step revisits and consolidates this learning in order to prepare children for the next steps.</p>	<p style="text-align: center;"><b>Multiplication and Division A</b></p> <p>Children use their knowledge of counting in 3s from Year 2 to make the link between repeated addition and multiplication and begin to calculate multiples of 3 They apply their</p>	<p style="text-align: center;"><b>Multiplication and Division A</b></p> <p>In this step, children draw together their knowledge of multiplying and dividing by 4 in order to deepen their understanding of the 4 times-table. Children continue to use concrete manipulatives and pictorial</p>	<p style="text-align: center;"><b>Multiplication and Division A</b></p> <p>This step provides children with explicit opportunities to make connections between the 2, 4 and 8 times-tables. They link multiplying by 4 to doubling then doubling again, and</p>

	<p>children should be asking whether they need to make an exchange.</p>			<p>knowledge of equal groups and use a range of concrete and pictorial representations to deepen their understanding of multiplying by 3</p>	<p>representations within this step. They use arrays to support their understanding of partitioning</p>	<p>multiplying by 8 to doubling three times</p>
<p><b>Science</b></p>	<p><b>Animal Nutrition &amp; The Skeletal System</b></p>					
	<p>They will read information to compare the diets of different animals, including carnivores, herbivores and omnivores, revisiting learning about how animals' diets change with the seasons. They will learn the function of the human skeleton, observing and then labelling the location of its major bones. They will learn what joints are and investigate how they allow us to bend and move easily. They will learn the function of muscles and identify how they work in pairs before observing firsthand the movements their muscles bring about.</p>	<p>They will carefully examine different skeleton types and use the terms 'vertebrate', 'invertebrate', 'endoskeleton' and 'exoskeleton'. They will complete their learning by generating scientific questions on the theme of nutrition, skeletons and muscles and use observation or research to find the answers.</p>				
<p><b>Reading</b></p>	<p><b>The comet</b></p> 					

	<p>This book provides a valuable teaching tool for exploring themes of transition, emotions, and adaptation. Teachers can use it to support discussions on moving home, adjusting to change, and emotional well-being. The rich, expressive illustrations serve as inspiration for creative storytelling, descriptive writing, and art projects, helping children visualize emotions and setting. The book's use of metaphor, particularly the comet as a symbol of hope, offers opportunities for literary analysis and deeper discussions about symbolism in storytelling. Through <i>The Comet</i>, teachers can encourage empathy, creativity, and thoughtful reflection in the classroom.</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>Prehistoric Pots</b>		
	<p>This term, our exciting art project will introduce children to the fascinating world of <i>Bell Beaker pottery</i>, an important part of ancient history. Through this project, children will explore the significance of Bell Beaker culture and learn about the traditional methods used to create and decorate these distinctive clay pots.</p>		<p>Students will experiment with a range of <i>clay techniques</i>, including shaping, coiling, and engraving, to design their own Bell Beaker-style pot. They will also learn about different patterns and decorative styles used by early civilizations, developing their artistic skills and historical understanding. This hands-on experience will not only enhance their creativity but also provide insight into the craftsmanship of the past.</p>
<b>PSHE</b>	<b>What Keeps us Safe?</b>		
	<p>In this unit of work, children will consider what it means to take responsibility for their own safety. This will include the decisions they make and how they can stand up to peer pressure in a range of situations.</p>	<p>They will learn about everyday risks, hazards and dangers and what to do in risky or dangerous situations. They will also learn about road, water and rail safety and dangerous substances: drugs (including medicines), cigarettes and alcohol.</p>	<p>Children will look at first aid, exploring how to deal with common injuries and what to do to respond to emergency situations.</p>

PE

## Tag Rugby

In Year 3 PE, children will develop key skills in *Tag Rugby* through an engaging six-week unit focused on teamwork, movement, and strategy. They will begin with *Throwing and Catching*, learning accurate passing techniques and improving hand-eye coordination. In *Moving and Dodging*, they will practice agility and quick changes of direction to evade defenders. *Tagging* will introduce defensive skills, teaching children how to remove an opponent's tag safely and effectively. *Intercepting* will develop their awareness and reaction speed, helping them anticipate passes and disrupt play. In *Attacking and Defending Tactics*, they will explore strategies for teamwork, positioning, and creating scoring opportunities. Finally, *Gameplay* will allow them to apply all their skills in structured matches, developing confidence, communication, and sportsmanship. This unit will not only enhance their physical fitness but also foster resilience, cooperation, and a love for the game.