

Year 3 Autumn 1 Week-to-week planner 2024

| Autumn 1 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 |
|---|---|--------|---|---|---------------------------------------|--|--------|--------------------------------|
| Spelling Little Wandle | kn and gn for n wr for r | | Dropping the e when adding the suffixes: ed, ing, er, est, y | | j or g can be spelled as ge or dge | w and qu Change the sounds that a, ar and or make in some words | | Art/DT Week Seasonal eating |
| SPAG Year 2 objectives to consolidate | <ul style="list-style-type: none"> -Use capital letters, full stops, question marks and exclamation to demarcate sentences -Use coordinating conjunctions (or/and/but) -Write expanded noun phrases to describe and specify -Use conjunctions to express time, place and cause -Use adverbs and prepositions to express time, place and cause -Know when to use 'a' and 'an' | | | <ul style="list-style-type: none"> -Proof-read for spelling and punctuation errors -Use irregular simple past-tense verbs e.g. awake / awoke -Use inverted commas to punctuate direct speech -to use and understand sentence types (statement, question, command, exclamation) | | | | |
| Reading Class reader Matilda | <p>Comprehension:</p> <ul style="list-style-type: none"> -Ask questions to improve their understanding of a text -Uses text features to locate information e.g. contents, indices, subheadings -Locate and retrieve information using skimming, scanning and text marking - Discuss words and phrases that capture the reader's interest and imagination | | | <p>Language for Effect</p> <ul style="list-style-type: none"> -Identify how language, structure and presentation contribute to meaning <p>Inference</p> <ul style="list-style-type: none"> -Predict what might happen from details stated and implied <p>Themes and Conventions</p> <ul style="list-style-type: none"> -Read books that are structured in different ways and show some awareness of the various purposes for reading | | | | |
| Writing | <p>The Twits - Character description</p> <p>Main writing outcomes:</p> <ul style="list-style-type: none"> -to compose and rehearse sentences orally. - use punctuation accurately and correctly. - to recognise nouns and adjectives and use these to write noun phrases - to use conjunctions to extend sentences - to plan my writing and record ideas - to write a range of sentences (compound and complex) | | | <p>George's Marvellous Medicine</p> <p>Non-Fiction How to make a magic potion</p> <p>Use noun phrases and expanded noun phrases to describe.</p> <p>Use imperative verbs to give instructions.</p> <p>Use capital letters and full stops accurately.</p> <p>Use conjunctions to extend - so, because</p> | | | | |

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| <p>Maths Year 3 Year 2</p> | <p>Place value As below but with 3-digit numbers Estimating using a partially numbered number line. sing a partially Identify number using different representation Compare numbers to 100 using <=> Order numbers to 100 1, 10 more and less Counting in 2s 5s 10s</p> | <p>Addition and Subtraction Addition and subtraction *Number and PV Consolidate Year 1 and -add and subtract numbers mentally, including: a three-digit number and ones three-digit number and hundreds • estimate the answer to a calculation and use inverse operations to check answers Statistics: interpret and present data using bar charts, pictograms and tables</p> | | <p>Multiplication and division Multiplication and Division * Addition and Subtraction Consolidate Year 1 and 2 • recall and use multiplication and division facts for the 3, 4 multiplication tables write and calculate mathematical statements for multiplication and division using the multiplication tables that they know using mental strategies</p> | | |
| <p>Science Solids Liquids and Gases</p> | <p>Sorting and classifying materials based on Properties of Solids Liquids and Gases</p> | <p>Investigation - How does the amount of water added to flour affect its state?</p> | <p>Enquiry: Which liquid is most viscous?</p> | <p>Apply knowledge and ask questions: How does gas move around the room? Why do raisins dance?</p> | <p>Investigation: Melting point of chocolate</p> | |
| <p>Geography</p> | <p>Lesson 1: What is climate? To understand the position and significance of lines of latitude. Lesson 2: Where is Antarctica? To describe the location and physical features of Antarctica.</p> | <p>Lesson 3: Who lives in Antarctica? To describe the human features of Antarctica. Lesson 4: Who was Shackleton To use four-figure grid references to plot Shackleton's route to Antarctica.</p> | <p>Lesson 5: Can we plan an expedition around school? To use four-figure grid references to plot Shackleton's route to Antarctica. To use four-figure grid references to plot Shackleton's route to Antarctica.</p> | | <p>Lesson 6: How did our expedition go?</p> | |
| <p>Art Paul Klee</p> | <p>Artist Study Paul Klee</p> | <p>Observational drawing Continuous line drawing</p> | <p>Wax resist Colour wash skills</p> | <p>Brusho skills Wax resist and magic jars</p> | <p>Creating magic jars</p> | |

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| <p>PDL</p> <p>Being me in my world</p> | <p>No Outsiders</p> <p>This is Our House</p> | <p>Getting to know each other</p> <p>I recognise my worth and can identify positive things about myself and my achievements. I can set personal goals</p> | <p>Our nightmare school</p> <p>I can face new challenges positively, make responsible choices and ask for help when I need it</p> | <p>Our dream school</p> <p>I understand why rules are needed and how they relate to rights and responsibilities</p> | <p>Rewards and consequences</p> <p>I understand that my actions affect myself and others and I care about other people's feelings</p> | <p>Our learning charter</p> <p>I can make responsible choices and take action</p> <p>Owning our class charter</p> <p>I understand my actions affect others and try to see things from their points of view</p> | <p>Online Safety</p> <p>Self-Image and identity</p> |
| <p>PE</p> <p>Indoor/Outdoor</p> | <p>6 Weeks</p> <p>Cricket</p> | | <p>Team Building Skills/Games</p> | | | | |
| <p>Computing</p> <p>Online safety</p> | <p>Logging on to TT Rockstars and Edshed</p> <p>Using passwords</p> <p>ICT expectations</p> | <p>Lesson 1: Beliefs, opinions and facts on the internet</p> | <p>Lesson 2: When being online makes me upset</p> | <p>Lesson 3: Sharing of information</p> | <p>Lesson 4: Rules of social media platforms</p> | | |
| <p>Music</p> <p>Mountains</p> | <p>Telling stories through music</p> | <p>Creating a soundscape</p> | <p>Story sound effects</p> | | <p>Adding rhythm</p> | <p>Compose and notate</p> | |
| <p>MfL</p> <p>French</p> | <p>Greetings</p> <p>Introductions</p> <p>Names</p> | | <p>Days of the Week</p> <p>Months of the year</p> | | <p>Colours</p> | | |