

Year 3 Autumn 2 Week-to-week planner

Autumn 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Spelling recap	<p>Add the suffix -es to words ending in -sh and -tch</p> <p>Double the final consonant to protect a short vowel sound when adding -ing</p>	<p>Swap the y for an i before adding -es</p>	<p>When the word ends in ay, oy, ey, just add -s</p>	<p>Double the letter after a short vowel sound.</p> <p>Don't double letters in words ending in -al</p>	<p>When c comes before i or y, it says /s/</p> <p>When c comes before e, it says /s/</p>	<p>The /zh/ sound spelled si is followed by o, n (sion)</p>	<p>The /zh/ sound spelled su is followed by re or al</p>
<p>SPAG</p> <p>Year 2 objectives to consolidate</p>	<p>-Use capital letters, full stops, question marks and exclamation to demarcate sentences</p> <p>-Use coordinating conjunctions (or/and/but)</p> <p>-to use speech bubbles for dialogue</p> <p>-Write expanded noun phrases to describe and specify</p> <p>-Use conjunctions to express time, place and cause</p> <p>-Use adverbs and prepositions to express time, place and cause</p> <p>-Know when to use 'a' and 'an'</p> <p>-to use inverted commas for speech</p> <p>-sentence types: statement, question, command, exclamation</p> <p>-to use inverted commas for speech</p>						
Reading	<p>Comprehension:</p> <p>-Ask questions to improve their understanding of a text</p> <p>-Uses text features to locate information e.g. contents, indices, subheadings</p> <p>-Locate and retrieve information using skimming, scanning and text marking</p> <p>- Discuss words and phrases that capture the reader's interest and imagination</p>			<p>Language for Effect</p> <p>-Identify how language, structure and presentation contribute to meaning</p> <p>Inference</p> <p>-Predict what might happen from details stated and implied</p> <p>Themes and Conventions</p> <p>-Read books that are structured in different ways and show some awareness of the various purposes for reading</p>			

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<p>Writing</p>	<p>Stone Age Boy Narrative 3 weeks</p> <ul style="list-style-type: none"> <li>• Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary</li> <li>• <b>Select nouns and pronouns to provide clarity for the reader</b></li> <li>• Use conjunctions to express <b>time, place</b></li> <li>• Use adverbs and prepositions to express <b>time, place</b></li> <li>• <b>Use inverted commas to punctuate direct speech</b></li> </ul> <ul style="list-style-type: none"> <li>• Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary</li> <li>• <b>Use capital letters, full stops, question marks and exclamation to demarcate sentences</b></li> <li>• <b>Use coordinating conjunctions (or/and/but)</b></li> <li>• Write expanded noun phrases to describe and specify</li> <li>• <b>Use a range of prepositions (behind, before, above, along)</b></li> </ul>		<p>Stone Age Non-Chronological Report 3 weeks</p> <ul style="list-style-type: none"> <li>• to compose and rehearse sentences orally.</li> <li>• use punctuation accurately and correctly</li> <li>• to use generalisers as sentence starters.</li> <li>• to identify and use the features of non-fiction text.</li> <li>• to use technical vocabulary in context.</li> <li>• Begin to use a range of sentence types</li> </ul>	<p>Poetry - In My Magic Box</p> <ul style="list-style-type: none"> <li>• to plan writing by discussing writing that is similar</li> <li>• to compose and rehearse sentences building a varied and rich vocabulary</li> <li>• to use expanded noun phrases with a comma</li> <li>• to edit and improve my writing and refine word choices.</li> <li>• to write in the style of a poet</li> </ul>
<p>Maths Year 3</p>	<p>Multiplication and Division: 2 weeks</p> <ul style="list-style-type: none"> <li>-to use multi-representation to solve a word problem.</li> <li>- recall and use division facts for the 2, 3, 5 and 10 multiplication tables, including recognising odd and even numbers.</li> <li>-Use arrays and numberlines to represent multiplication and divisio</li> </ul>	<p>Fractions (2 weeks)</p> <ul style="list-style-type: none"> <li>-to count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts</li> <li>-to recognise, find and write fraction of a discrete set of objects: unit fractions</li> <li>-to compare and order unit fractions, and</li> </ul>	<p>Geometry</p> <ul style="list-style-type: none"> <li>identify and describe the properties of 2-D shapes,</li> <li>-identify and describe the number of sides and symmetry in a vertical line</li> <li>-identify right angles</li> <li>-identify horizontal and vertical lines</li> </ul>	<p>Measure - length (2 weeks)</p> <ul style="list-style-type: none"> <li>-to measure, compare, add and subtract: lengths (m/cm/mm)</li> <li>-to measure the perimeter of simple 2-D shapes</li> </ul>

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		fractions with the same denominators		
Science Rocks and Fossils	Compare and group together different kinds of rocks based on their appearance and simple physical properties.  Learning key vocabulary	To understand how different rocks are formed  To sort and classify rocks		What rocks would be good for a Stone Age Cave?  Investigations: Which type of rock is hardest  Which type of rock is most porous?
History  Stone Age	How long ago did prehistoric man live?  What does Skara Brae tell us about life in the stone age?	Who was the Amesbury Archer?  How did bronze change life in the Stone Age?		How did trade change the Iron Age?  What changed between the Stone Age and Iron Ages?
Art Cave Paintings	Research Lascaux Cave Painting Investigate mark making (sticks and charcoal) Experiment with line drawings for animals	Create washes and paper for backgrounds Draw with charcoal and mixed media to create own cave painting		Look at artwork of Thierry Noir (modern graffiti artist)
Jigsaw  Celebrating Difference	Jigsaw Unit Learning Objectives: -to understand that everybody's family is different and important to them. - to understand that differences and conflicts sometimes happen among family members	-to know what it means to be a witness to bullying -division facts related to multiples		-to tell you about a time when my words affected someone's feelings and what the consequences were -to know that witnesses can make the situation better or worse by what they do - to recognise that some words are used in hurtful ways
PE Indoor/Outdoor	Gymnastics (canon and unison) - Introduction to unison and canon - Sequences in unison and canon on apparatus - Combining canon and unison in groups - Performance			Cricket taught by Cricket Coach

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Computing	Scratch: LO: to explore a programming application (SCRATCH)	LO: to use repetition (a loop) in a program using SCRATCH	LO: to program a simple animation using SCRATCH	LO: to program a simple story using SCRATCH	LO: to program a simple game using SCRATCH
RE Incarnation -	describe their responses to light	-describe the meaning of a symbol	-identify 'light' in the Christmas story	describe others' responses to the symbol of light	describe the importance of light to Christians and at Christmas
Music Ballads	What is a ballad? Performing a Ballad - explore how actions impact performance To plan a musical structure inspired by a story			Writing lyrics to match a melody Singing: To show awareness of style, structure and features	
MfL French	Colours in French	Shapes and colours in French	Shapes of different colours and sizes in French	Using shapes like the French artist, Matisse	In the style of French artist, Matisse