

**Year 3 Autumn , 2025
Week-to-Week Planner**

Autumn 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Spelling LW Rapid Catch Up Phase 2, 3 4, 5	Spelling Unit 3 Why do some words end dge or ge?	Spelling Unit 4 The 'W special': How do w and qu change the sounds that a, ar and or ma_e in some words?	Spelling Unit 4 The 'W special': How do w and qu change the sounds that a, ar and or make in some words?	Spelling Unit 5 Why do _ swap the y for an i when _ add the suffix -es?	Spelling Unit 6 Why do some words have the spelling ey for the sound /ee/?	Spelling Unit 7 Why do some words end -le, -al, -il or -el?	Spelling Unit 8 Why does 'c' make the sound /s/ in some words?
	Ed Shed Words with the prefix 're-'	Ed Shed Words with the prefix 'dis-'	Ed Shed Words with the prefix 'mis-'	Ed Shed Words where '-ing', '-er' and '-ed' are added to multisyllabic words	Ed Shed Words where '-ing', '-en' and '-ed' are added to multisyllabic words	Ed Shed Challenge Words	
Reading	<p>Comprehension: Respond and Explain</p> <ul style="list-style-type: none"> Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read or hear read to their own experiences Ask questions and express opinions about main events and characters in stories Begin to use vocabulary from the text to support responses and explanations <p>Inference</p> <ul style="list-style-type: none"> Predict what might happen from details stated and implied Draw plausible inferences, often supported through reference to the text 			<p>Comprehension: Summarise</p> <ul style="list-style-type: none"> Show understanding of the main points drawn from one paragraph Show understanding of the main points drawn from more than one paragraph <p>Inference</p> <ul style="list-style-type: none"> Draw inferences such as inferring feelings, thoughts and motives of main characters from their actions Justify inferences with evidence <p>Comprehension: Select and Retrieve</p>			

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	<p>Comprehension: Select and Retrieve</p> <ul style="list-style-type: none"> • Uses text features to locate information e.g. contents, indices, subheadings • Locate and retrieve information using skimming, scanning and text marking 		<ul style="list-style-type: none"> • Uses text features to locate information e.g. contents, indices, subheadings • Locate and retrieve information using skimming, scanning and text marking 	
Writing	<p>Stone Age Boy Narrative 3 weeks</p> <ul style="list-style-type: none"> • Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary • Select nouns and pronouns to provide clarity for the reader • Use conjunctions to express time, place • Use adverbs and prepositions to express time, place • Use inverted commas to punctuate direct speech <ul style="list-style-type: none"> • Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary • 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 a range of prepositions (behind, before, above, along) 		<p>Stone Age Non-Chronological Report 3 weeks</p> <ul style="list-style-type: none"> • to compose and rehearse sentences orally. • use punctuation accurately and correctly • to use generalisers as sentence starters. • to identify and use the features of non-fiction text. • to use technical vocabulary in context. • Begin to use a range of sentence types 	
Maths Year 3	<i>HIAS Unit 3.3 Multiplication and Division</i>	<i>HIAS Unit 3.4 Fractions To recognise, find and</i>	<i>HIAS Unit 3.4 Geometry</i>	<i>HIAS Unit 3.2 Measure - length To measure accurately using a ruler</i>

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	<p>To represent multiplication and division facts as arrays using a grid and a number- line To show division as grouping. To solve problems involving multiplication and division. To count in multiples of 3s and 4s. To write and calculate multiplication and division statements.</p>	<p>write fractions. To count up and down in tenths. To order and compare fractions with the same denominator. To recognise equivalent fractions. To order and compare unit fractions and fractions with different denominators.</p>	<p>To identify and describe the properties of 2-D shapes, To draw 2D shapes To identify half and quarter of a given 2D shape To identify and describe the properties of 3D shapes To make 3D shapes</p>	<p>To measure measure perimeter To solve problems involving measure</p>		
Science Rocks and Fossils	<p>To make observations and describe different types of rock.</p>	<p>To sort and classify different types of rock.</p>	<p>To investigate out what rock would be best for a Stone Age cave.</p>	<p>To experiment to discover which rock is the most porous.</p>	<p>To experiment to find out which rock is the hardest.</p>	
History Stone Age	<p>To recognise the chronology and significance of Pre-History.</p>	<p>To use archaeological evidence to learn about the prehistoric dwellings of Skara Brae.</p>	<p>To use archaeological evidence to investigate the Bronze Age.</p>	<p>To use deductions to explain how bronze transformed prehistoric life.</p>	<p>To understand the importance of trade during the Iron Age.</p>	<p>To compare settlements in the Neolithic period and the Iron Age by exploring continuity and change.</p>
Art Cave Paintings	<p>To experience the work of other artists.</p>	<p>To create drawings that include more detail and context.</p>	<p>To begin to adapt and apply colours to achieve tonal effects</p>	<p>To make paintings that include some detail and context</p>	<p>To experience the work of other artists.</p>	

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	To talk about art work and start to use art related words	To use and control different media to explore and achieve different effects.		To identify key visual elements in my work and the work of others.	To talk about art work and start to use art related words	
PDL	<i>British Values</i> Mutual Respect Linked to Respect	<i>No Outsiders</i> Text: <i>We're All Wonders</i> To understand what a bystander is	<i>Safeguarding Spotlight</i> Boundaries, Fairness and Respect within our words and actions	<i>Jigsaw</i> To understand that everybody's family is different and important to them To understand that differences and conflicts sometimes happen among family members	<i>Jigsaw</i> To know what it means to be a witness to bullying To know that witnesses can make the situation better or worse by what they do	<i>Jigsaw</i> To recognise that some words are used in hurtful ways To tell you about a time when my words affected someone's feelings and what the consequences were
PE Indoor/Outdoor or	<i>Gymnastics - Canon and Unison</i> To apply 'excellent gymnastics' when exploring movements and balances in unison. To apply 'excellent gymnastics' when exploring movements and balances in canon. To develop 'Unison Sequences' on the apparatus. To develop 'Canon' Sequences' on the apparatus To develop sequences further by combining canon and unison in small groups. To complete and perform sequences in groups.		<i>Cricket</i> To understand the objective of each team; batting and fielding. To develop an understanding of how, when and why to throw a ball overarm with power and distance. To develop an understanding of how to throw a ball accurately underarm. To introduce catching To develop an understanding of striking the ball with intent away from fielders to score runs (points). To bring together the suggested sequence of learning into mini games.			

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Computing	Scratch: LO: to explore a programming application (SCRATCH)	To use repetition (a loop) in a program using SCRATCH	To program a simple animation using SCRATCH	To program a simple story using SCRATCH	To program a simple game using SCRATCH
RE Incarnation -	To describe their responses to light	To describe the meaning of a symbol	To identify 'light' in the Christmas story	to describe others' responses to the symbol of light	To describe the importance of light to Christians and at Christmas
Music	Rock Steady Feel Good Friday Music Programme Year 3, Autumn 2				
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