

**Year 3      Autumn 1      Week to Week Planner 2026**

| Autumn 1                                                    | Week 1                                                                                                                                                                                                                                                                                             | Week 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Week 3                                                                                                                                                                                                                                                      | Week 4                                                                                                                                                     | Week 5                                                                                                                                                                                                                              | Week 6 | Week 7 |
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| <b>Reading</b><br><br><b>Class reader</b><br><b>Matilda</b> | <b>Word Reading:</b><br>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word                                                                                                                                             | <b>Comprehension:</b><br>-Ask questions to improve their understanding of a text<br>-Use dictionaries to check the meaning of words that they have read<br>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books and textbooks<br>-Uses text features to locate information e.g. contents, indices, subheadings<br>-Locate and retrieve information using skimming, scanning and text marking<br>- Discuss words and phrases that capture the reader's interest and imagination | <b>Language for Effect</b><br>-Identify how language, structure and presentation contribute to meaning                                                                                                                                                      | <b>Inference</b><br>-Predict what might happen from details stated and implied<br>Draw plausible inferences, often supported through reference to the text | <b>Themes and Conventions</b><br>-Read books that are structured in different ways and show some awareness of the various purposes for reading                                                                                      |        |        |
| <b>Writing</b>                                              | To ensure my writing is clear and has a purpose<br>To use rich vocabulary in expanded noun phrases<br>To use capital letters, full stops and an exclamation mark<br>To write descriptive sentences using conjunctions (and, but, so, with, because)<br>To use a thesaurus to improve my vocabulary |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | To use capital letters and full stops<br>To use rich vocabulary in expanded noun phrases<br>To use imperative verbs<br>To write informative sentences using conjunctions (and, but, so, with, because)<br>To use organisational features (non-fiction text) |                                                                                                                                                            | To explore features of a poem<br>To explore imagery in poetry<br>To use a variety of exciting vocabulary<br>To use noun phrases<br>To use expanded noun phrases to describe<br>To edit and improve my work<br>To present my writing |        |        |

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|                                                   | To plan, discuss and record ideas<br>To evaluate and assess my own writing and those of my peers and suggest improvements.                                                                                                                                                                                                                          |                                                                                                                                          | To use precise language (adverbs) to describe (carefully, gently, slowly)<br>To plan, discuss and record ideas                                                                                                                                                                                                                  |                                                                                                          |                                                                                                                                                                                                                                                                                                                                            |                                                                        |
| <b>Maths</b><br><b>Year 3</b><br><b>Year 2</b>    | <b>3.1 Number and Place Value</b><br>I can compare and order numbers up to 100.<br>I can solve number problems using partitioning with numbers up to 100.<br>I can compare and order numbers up to 1000.<br>I can compare and order numbers up to 1000 on a number line.<br>I can solve number problems using partitioning with numbers up to 1000. |                                                                                                                                          | <b>3.2 Addition and Subtraction</b><br>Money<br>I can add and subtract numbers mentally.<br>I can use mental strategies when solving a problem.<br>Find different combinations of coins that equal the same amounts of money<br>I can recall key facts in relation to money.<br>I can subtract amounts of money to give change. |                                                                                                          | <b>3.3 Multiplication and Division</b><br>can represent multiplication and division facts as arrays using a grid and a number-line<br>I can show division as grouping.<br>I can solve problems involving multiplication and division<br>I can write and calculate multiplication and division statements.<br>I can count in multiples of 3 |                                                                        |
| <b>Science</b><br><b>Solids Liquids and Gases</b> | LO: To sort and classify materials                                                                                                                                                                                                                                                                                                                  | LO: To make observations and describe using scientific vocabulary<br><br>To sort solids, liquids and gases according to their properties | LO: To record my findings using scientific diagrams                                                                                                                                                                                                                                                                             | Assessment Lesson                                                                                        | LO: To plan and carry out an investigation                                                                                                                                                                                                                                                                                                 |                                                                        |
| <b>Geography</b>                                  | LO: To understand the position and significance of lines of latitude.                                                                                                                                                                                                                                                                               | LO: To describe the location and physical features of Antarctica                                                                         | LO: To describe the human features of Antarctica.                                                                                                                                                                                                                                                                               | LO: To use four-figure grid references to plot Shackleton's route to Antarctica.                         | LO: To plan a simple route on a map using compass points                                                                                                                                                                                                                                                                                   | LO: To follow instructions using compass points and map a simple route |
| <b>Art</b><br><b>Paul Klee</b>                    | Artist Study<br>LO: To explore the artwork of Paul Klee and discuss his style.<br>Paul Klee                                                                                                                                                                                                                                                         | LO: Observational drawing<br>To create washes with water colour.<br><br>LO: To learn about contrasting and complementary colours         | LO: Wax resist<br>To learn how to wax resist and watercolour<br><br>LO: To experiment with Brusho and wax resist<br>Colour wash skills                                                                                                                                                                                          | LO: Brusho skills<br>To practice sketching skills and observational drawing<br>Wax resist and magic jars | LO: To combine observational drawing and wax resist skills Creating magic jars                                                                                                                                                                                                                                                             |                                                                        |

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|                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Continuous line drawing                                     |                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                             |                                                                                                                                                                   |
| <b>PDL</b><br><br><b>My Healthy self</b> | No Outsiders<br><br>This is Our House<br>I understand what discrimination means                                                                                                                                                                                                                                                                                                                                                                                         | LO: To describe how emotions can affect our bodies          | LO: To recognise how others might be feeling, using clues     | LO: To understand that our minds and bodies are connected                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | LO: To understand why sleep is important and how we can sleep well          | LO: To identify strategies that may be helpful when experiencing strong emotions<br><br>LO: To understand how to support ourselves and get help with our feelings |
| <b>PE</b><br><b>Indoor/Outdoor</b>       | Outdoor: Tag Rugby<br>LO: To move with the ball and keep possession<br>LO: TO understand the purpose of tagging and when and where to do it<br>LO: To understand how attackers can create space and opportunities to pass the ball if tagged<br>LO: To develop passing and moving forwards to score a try<br>LO: To combine passing and moving to create attacking opportunities to score a try<br>LO: To apply learnt rugby skills to play an effective Tag Rugby game |                                                             |                                                               | Indoor: Dance (Witches and Wizards)<br>LO: To respond to different stimuli being able to sustain our character whilst adding drama and emotion to the dance<br>LO: To use their creative skills to create short sequences of movements representing spell creation.<br>LO: To link their movements together, in character, ensuring they flow.<br>LO: To explore the different types of movements and expression necessary to create a 'bad character.'<br>To use characterisation, expression and creativity pupils will be able to finish the story through sequencing their movements. |                                                                             |                                                                                                                                                                   |
| <b>Computing</b>                         | LO: To explore a programming application                                                                                                                                                                                                                                                                                                                                                                                                                                | LO: To programme a story by adding blocks                   | LO: To plan a remix of an animation by altering existing code | To remix an animation by altering the program's code                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | To evaluate a remixed program by reflecting on the changes made to the code |                                                                                                                                                                   |
| <b>Music</b><br><b>Mountains</b>         | Rock Steady - Feel Good Friday<br>Y3, Aut 1 Programme                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                             |                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                             |                                                                                                                                                                   |
| <b>MfL</b><br><b>French</b>              | To greet someone and introduce yourself in French.                                                                                                                                                                                                                                                                                                                                                                                                                      | LO: To use the correct French greeting for the time of day. | LO: To ask and answer a question about feelings in French.    | LO: To perform a finger rhyme in French                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                             |                                                                                                                                                                   |