Year 3 Autumn 2026
Week-to-Week Planner

Autumn 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Spelling	Grammarsaurus Prefix trans-	Grammarsaurus Base tele	Grammarsaurus Suffix -ion	Grammarsaurus Suffix -an	Grammarsaurus Bases scribe and script	Grammarsaurus Prefix pre-	Grammarsaurus Base vise
Reading	**Comprehension: Respond and Explain** • 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 **Inference** • Predict what might happen from details stated and implied • Draw plausible inferences, often supported through reference to the text **Comprehension: Select and Retrieve** • Uses text features to locate information e.g. contents, indices, subheadings • Locate and retrieve information using skimming, scanning and text marking				**Comprehension: Summarise** • Show understanding of the main points drawn from one paragraph • Show understanding of the main points drawn from more than one paragraph **Inference** • Draw inferences such as inferring feelings, thoughts and motives of main characters from their actions • Justify inferences with evidence **Comprehension: Select and Retrieve** • Uses text features to locate information e.g. contents, indices, subheadings • Locate and retrieve information using skimming, scanning and text marking		
Writing	**Stone Age Boy Narrative 3 weeks**				**Stone Age Non-Chronological Report 3 weeks**		

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	• 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 • 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)		• 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	*HIAS Unit 3.3 Multiplication and Division* •Recall and use multiplication and division facts for the 2-, 5- and 10-times tables •Represent repeated addition as multiplication and as using arrays •Solve one-step problems by grouping •Solve one-step problems by sharing •Recognise that division is the inverse of multiplication	*HIAS Unit 3.4 Fractions* •Recognise, find, name and write fractions $\frac{1}{2}$ of a shape, set of objects or quantity, length •Recognise, find, name and write fractions $\frac{1}{4}$ of a shape, set of objects or quantity, length •Recognise the equivalence of 2/4 and $\frac{1}{2}$ • Recognise, find, name and write fractions 2/4 of a shape, set of objects or quantity, length •Recognise, find, name and write fractions	*HIAS Unit 3.4 Geometry* • To identify and describe the properties of 3-D shapes • Recognise 3-D shapes in different orientations and describe them • Identify 2-D shapes on the surface of a 3-D shape • Identify and describe properties of 2-D shapes • Draw 2-D shapes and make 3-D shapes using modelling materials

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	• Find fact families for the 2-, 5- and 10-times tables • Use known multiplication facts to work out missing division facts • Solve problems involving multiplication and division		3/4 of a shape, set of objects or quantity, length • Recognise, find, name and write fractions 1/3 of a shape, set of objects or quantity, length • Recognise that tenths arise from dividing an object into 10 equal parts • Recognise, find and write 1/10 of a discrete set of objects		• Identify a line of symmetry in a vertical line	
Science Rocks and Fossils	To make observations and describe different types of rock.		To sort and classify different types of rock.	To investigate out what rock would be best for a Stone Age cave.	To experiment to discover which rock is the most porous.	To experiment to find out which rock is the hardest.
History **Stone Age**	To recognise the chronology and significance of Pre-History.	To use archaeological evidence to learn about the prehistoric dwellings of Skara Brae.	To use archaeological evidence to investigate the Bronze Age.	To use deductions to explain how bronze transformed prehistoric life.	To understand the importance of trade during the Iron Age.	To compare settlements in the Neolithic period and the Iron Age by exploring continuity and change.
Art **Cave Paintings**	To experience the work of other artists. To talk about art work and start to use art related words	To create drawings that include more detail and context. To use and control different media to explore and achieve different effects.	To begin to adapt and apply colours to achieve tonal effects	To make paintings that include some detail and context To identify key visual	To experience the work of other artists. To talk about art work and start to use art related words	

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					elements in my work and the work of others.		
PDL	No Outsiders: We're all wonders	To recognize what self-respect is and why it's important	To identify my personal boundaries	To identify how families can spend time together and support each other	To describe what makes a good friend	To explore fair ways to respond after falling out with a friend	To identify what bullying is and how it might make someone feel
PE	**Outdoor PE:** Creating and applying simple tactics; Developing leadership; Developing communication as a team; Communicating as a team; communicating to collaborate effectively as a team; Communicating to create defending and attacking tactics as a team			**Indoor: Dodgeball** Develop changing direction; throwing with accuracy; catching; Develop moving, changing direction at speed; combine throwing and dodging; level 1 tournament			
Computing Computer systems: Connecting Devices	Understand that a device is made up of different parts with different jobs	Recognise that technology is useful for different jobs		To describe how peripherals connect in different ways	To recognise what a network is	Describe how networks allow users to store and access information	
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	