

## English

**Reading:**

- o Complete Comprehension sessions from Cracking Comprehension - twice weekly comprehension sessions.
- o Increase their familiarity with a wide range of books; including fairy stories, myths and legends and retell some of these.
- o Listen to and discuss a wide range of fiction and non-fiction books.
- o Predict what might happen in a text.
- o Summarise what has happened or what we have learnt from a text.
- o Use knowledge to read 'exception' words.
- o Check that a text makes sense so them, discuss their understanding and the meaning of words in context.
- o Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- o Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- o Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation

**Handwriting:**

- o Continue to work on joining simple words through the Letterjoin scheme.
- o Increase the legibility, consistency and quality of their handwriting.

**Writing:**

Children will complete units of persuasive writing and poetry during this half term using The Write Stuff.

**Autumn Is Here and Skara Brae.**

- Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- progressively building a varied and rich vocabulary and an increasing range of sentence structures
- Children will use organisational devices when writing non-fiction pieces, for example headings and sub headings.
- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
- Children will be taught to edit and assess the effectiveness of their own and others' writing and suggesting improvements.
- Children will be taught to proofread for spelling and punctuation errors.

**Grammar, Punctuation & Spelling:**

- Learn the prefixes, 're', 'mis' and 'dis', their spelling and meaning.
- Learn the spelling rules for adding suffixes; doubling consonants.
- Learn the long Vowel /a/ 'ai' spelling.
- Extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although.
- Develop understanding of adjectives and how they can be used in sentences.
- Use conjunctions and prepositions to express time and cause.

## Maths

Continue to recap on number and place value through SODA.

- Count from 0 in multiples of 4, 8, 50 and 100.
- Find 10 or 100 more or less than a given number.
- Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).
- Compare and order numbers up to 1000.

**Addition and Subtraction**

- Subtract numbers mentally, including; a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds
- Subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
- Estimate the answer to a calculation and use inverse operations to check answers



- Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

**Multiplication and Division**

- Recall and use multiplication and division facts for the 3 and 4 multiplication tables
- Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
- Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which 'n' objects are connected to 'm' objects.

**Vocabulary:** Ones, tens, hundreds, thousands, add, more than, total, altogether, addition, plus, total, sum, double, near double, 10 more, 100 more, subtract, minus, take away, take, leave, difference, less than, 10 less, 100 less, half, equal to, equals, digit, calculate, answer.

## Science

**This learning links from Year 2 materials.**

**This learning links to Year 4 states of matter.**

**Unit: Rocks**

**Knowledge**

- Discuss how the shapes of solid objects made from some materials can be changed.
- Discuss the physical properties of some materials.
- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.
- Describe in simple terms how fossils are formed when things that have lived are trapped within rock.

**Skills**

- Discuss enquiry methods and describe a fair test.
- Make decisions about what to observe during an investigation.
- Take accurate measurements using standard units.
- Talk about criteria for grouping, sorting and categorising, beginning to see patterns and relationships.
- Record their findings using scientific language and present in note form, writing frames, diagrams, tables and charts.

**Enquiry Types:**

- **Identifying and classifying:** Based on the children's own criteria, classify rocks (beginning of topic more likely to focus on appearance leading to physical properties at end of unit). Look at different soils and discuss how similar/different.
- **Research:** Who was Mary Anning and what did she discover?
- **Fair test:** How does adding different amounts of sand to soil affect how quickly water drains through it?

**Key Nuggets To Be Revisited**

- What are the different rock types?
- What are the properties of materials?
- How are fossils formed?
- How can we make experiments fair?
- Who is Mary Anning?

**Planned Misconceptions**

- Some rocks may not fall into one group or category.
- Rocks can be described as more than just hard or soft.
- Adding lots of sand initially to soil during experiment to get to the final answer rather than observing over different amounts.

**Vocabulary:** Rock, stone, pebble, boulder, grain, crystals, layers, hard, soft, texture, absorb water, soil, fossil, marble, chalk, granite, sandstone, slate, soil, peat, sandy/chalk/clay soil.

Linked Texts: The Pebble in my Pocket (Meredith Hooper)  
If You Find a Rock (Peggy Christian)  
A Rock is Lively (Dianna Hutts Ashton)  
Stone Girl Bone Girl (Laurence Anholt)

## Religious Education



This learning links from Year 2 beginnings.	This learning links to Year 3 being a Christian.
<p><b>Big Question:</b> Baptism Unit</p> <ul style="list-style-type: none"> <li>To identify signs used in Baptism.</li> <li>To understand the importance of Baptism.</li> <li>Identify questions of Baptism.</li> <li>Describe the rite of Baptism and say why promises are made.</li> <li>Describe why Baptism is a special Sacrament for Christians.</li> </ul> <p>Advent Unit</p> <ul style="list-style-type: none"> <li>To know the meaning of advent.</li> <li>To describe Mary's character and say why she was chosen to be the Mother of Jesus.</li> <li>To explain the important roles of Elizabeth, the Shepherds and the Kings in preparation of Jesus' birth.</li> <li>To reflect on the mystery of the Incarnation.</li> </ul>	<p><b>Key Nuggets To Be Revisited</b></p> <ul style="list-style-type: none"> <li>What are the signs of Baptism?</li> <li>Why is Baptism important to Christians?</li> <li>Who Baptised Jesus?</li> <li>Why are promises made during Baptism?</li> </ul> <p><b>Planned Misconceptions</b></p> <ul style="list-style-type: none"> <li>Baptism only happens when you are a baby.</li> <li>Advent is just about Father Christmas.</li> <li>Advent starts in December.</li> </ul>
<p><b>Vocabulary:</b> Baptism, holy water, candle, priest, God Parents, white gown, advent wreath, rose, white, purple, evergreen, love, hope, faith and peace.</p>	<p>Linked Texts: The Christmas Story.</p>

<p>PE</p>	<p><b>Unit: Football</b> <b>Key skills:</b></p> <ul style="list-style-type: none"> <li>To develop passing to a teammate.</li> <li>To be able to control the ball with different parts of the body.</li> <li>To develop changing direction with the ball using an inside and outside hook.</li> <li>To track an opponent.</li> <li>To be able to apply the rules and tactics you have learnt to play in a football tournament.</li> </ul>	<p><b>Key Nuggets To Be Revisited</b></p> <ul style="list-style-type: none"> <li>How do you control a ball?</li> <li>How do you travel with a ball?</li> <li>What are the rules of football?</li> <li>Why is it important to pass to teammates?</li> <li>How can I defend?</li> </ul>
	<p><b>Vocabulary:</b> Receiver, footwork, rebound, tracking, interception, mark, travelling, playing area</p>	<p><b>Planned Misconceptions:</b></p> <ul style="list-style-type: none"> <li>If you're good at the sport you don't need to pass.</li> <li>Speed is more important than control.</li> <li>Knowledge of all the rules already.</li> </ul>
	<p><b>Unit: Gymnastics</b> <b>Key skills:</b></p> <ul style="list-style-type: none"> <li>To be able to create interesting point and patch balances.</li> </ul>	<p><b>Key Nuggets To Be Revisited</b></p> <ul style="list-style-type: none"> <li>What are points and patches?</li> <li>How can I roll safely?</li> </ul>

Linked Texts: NA



	<ul style="list-style-type: none"> <li>To develop stepping into shape jumps with control.</li> <li>To develop the straight, barrel, and forward roll.</li> <li>To be able to transition smoothly into and out of balances.</li> <li>To create a sequence with matching and contrasting actions and shapes.</li> <li>To create a partner sequence incorporating equipment.</li> </ul> <p>Unit: Football with a football coach</p> <ul style="list-style-type: none"> <li>Explore running at different speeds.</li> <li>Demonstrate good use of arms when running.</li> <li>Look at others running technique and suggest improvements.</li> <li>Run as part of a team</li> <li>Understand the value of a running circuit and impact on health.</li> </ul>	<ul style="list-style-type: none"> <li>How can I stay balanced when transitioning from position to position?</li> <li>What are different shape jumps I can do?</li> </ul> <p><b>Planned Misconceptions</b></p> <ul style="list-style-type: none"> <li>Balancing is easy.</li> <li>Using the same point or patch balances.</li> </ul>
	<b>Vocabulary:</b> Flow, explore, create, contrasting, matching, interesting, control, Pace, stamina, speed, relay, catcher, zigzag, balance.	<b>Linked Texts:</b> NA
	<b>This learning links from Gymnastics in year 2.</b>	<b>This learning links to invasion games in year 4.</b>
<b>History</b>	<p><b>Unit: Stone Age to Iron Age</b></p> <p><b>Objectives</b></p> <p><b>Knowledge:</b> Place the time studied on a timeline. Use dates and terms related to the study unit and passing of time. Sequence several events or artefacts. Compare how life changes from Stone Age to Iron Age (including food, homes, tools and/or settlements). Find out about everyday lives of people in time studied and compare with our life today. Identify and give reasons for different ways the past is represented.</p> <p><b>Skills:</b> Use a range of sources to find out about a period. Observe small details eg. Artefacts and pictures. Select and record information relevant to the study. Begin to use the library and internet for research.</p>	<p><b>Key Nuggets To Be Revisited</b></p> <ul style="list-style-type: none"> <li>Where is the Stone, Bronze and Iron Age placed on our timeline?</li> <li>What are the different time periods within the Stone Age?</li> <li>Why are artefacts so important when learning about Historical periods?</li> <li>How is life different from then to now?</li> <li>What materials were used to make everyday items?</li> <li>Why are Stone Age people known as hunter gatherers?</li> </ul> <p><b>Planned Misconceptions</b></p> <ul style="list-style-type: none"> <li>Mixing up the time periods: Neolithic, Mesolithic and Paleolithic.</li> <li>Stone Age people were bad because they hunted animals.</li> <li>We know what happened in the Stone, Bronze and Iron Age for definite.</li> </ul>
	<b>Vocabulary:</b> Pre-History, Hunter-gatherer, Nomad, Palaeolithic, Mesolithic, Neolithic, Tribe, Neanderthal, Homosapiens, Pelt, Beaker, Celt, Bronze, Roundhouse, Hillfort, Smelting and Druid.	<b>Linked Texts:</b> UG: Boy Genius of



		the Stone Age (Raymond Briggs) How to Wash a Woolly Mammoth.
	<b>This learning links from our English of Stone Age boy.</b>	<b>This learning links to our unit on Ancient Civilisation.</b>
<b>Computing</b>	<p><b>Unit: Spreadsheets</b> Introduction to spreadsheets. Using a spreadsheet to total currency amounts. To use the 'more than', 'less than' and 'equals' tools. To introduce the Advanced Mode of 2Calculate and use coordinates.</p> <p><b>Unit: Branching Database</b> Children understand how YES/NO questions are structured and answered. To complete a branching database using 2Question. Children can choose a suitable topic for a branching database. Children can select and save appropriate images. Children can create a branching database.</p>	<p><b>Key Nuggets To Be Revisited</b></p> <ul style="list-style-type: none"> <li>• What is a spreadsheet?</li> <li>• How do you use coordinates?</li> <li>• How do you total currency amounts?</li> <li>• How to make a branching database?</li> </ul> <p><b>Planned Misconceptions</b></p> <ul style="list-style-type: none"> <li>• Programmes know what to do without me inputting anything.</li> <li>• We don't need to debug programmes.</li> <li>• Branching Databases are not useful.</li> </ul>
	Vocabulary: Bar graph, equals, data, rows, cells, columns, pie chart, table, spreadsheet,, database, debugging.	Linked Texts: N/A
	<b>This learning links from Coding and Algorithms.</b>	<b>This learning links to Year 4 Spreadsheets</b>
<b>Music</b>	<p><b>Unit: Glockenspiels</b> Use and understand staff and other musical notations. Listen with attention to detail and recall sounds with increasing aural memory. Perform in an ensemble context, using their voices with increasing accuracy, fluency, control and expression.</p>	<p><b>Key Nuggets To Be Revisited</b></p> <ul style="list-style-type: none"> <li>• How do we read music?</li> <li>• What listening skills do I need when repeating sounds?</li> <li>• How can I change the way my instrument sounds?</li> </ul> <p><b>Planned Misconceptions</b></p> <ul style="list-style-type: none"> <li>• If I'm playing my instrument correctly, I don't need to listen to others.</li> <li>• I can play the instrument how I think it works.</li> <li>• Loudest is best.</li> </ul>
	<b>Vocabulary:</b> Structure, intro/introduction, Verse, chorus, synthesizer, hook, melody, texture, riff	Linked Texts
	<b>This learning links from 'Let your spirit fly'</b>	<b>This learning links to playing and performing in year 4.</b>

<b>Geography</b>	<p><b>Unit: Our Local Area</b>  <b>Big Question: How has our local area changed over time?</b></p> <p><b>Knowledge:</b>            Understand terminology relating to the study of physical and human geography.            Compare similarities and differences of human and physical geography in our local area.</p> <p><b>Skills:</b>            Locate places on different scaled maps with some accuracy (eg whilst orienteering).            Use letter/no. coordinates to locate features on a map.            Know why a key is needed and use standard symbols.            Begin to collect and record evidence.            Analyse evidence and begin to draw conclusions.</p>	<p><b>Key Nuggets To Be Revisited</b></p> <ul style="list-style-type: none"> <li>• Where do we live? Country, region, county and town.</li> <li>• What is the difference between physical and human features?</li> <li>• How do we use a map to help us with directions?</li> <li>• What are the symbols on a map for?</li> <li>• What are the directions on a compass?</li> </ul>	
	<p>Vocabulary: physical, human, compass, direction, atlas, map, north, south, west, east, symbols, key, coordinates, features.</p>		<p><b>Planned Misconceptions</b></p> <ul style="list-style-type: none"> <li>• Norfolk is a country.</li> <li>• Ireland is part of the UK.</li> <li>• Confusion in compass directions.</li> </ul>
<p><b>This learning links from Our Local Area unit in year 2.</b></p>		<p><b>This learning links to using compasses and maps in year 4.</b></p>	
<b>Design &amp; Technology</b>	<p><b>Unit: Castles</b></p> <ul style="list-style-type: none"> <li>• Draw and label a simple castle that includes the most common features.</li> <li>• Recognise that a castle is made up of multiple 3D shapes.</li> <li>• Design a castle with key features which satisfy a given purpose.</li> <li>• Score or cut along lines on the net of a 2D shape.</li> <li>• Use glue to securely assemble geometric shapes.</li> <li>• Utilise skills to build a complex structure from simple geometric shapes.</li> <li>• Evaluate their work by answering simple questions.</li> </ul>	<p><b>Key Nuggets To Be Revisited</b></p> <ul style="list-style-type: none"> <li>• What are the shapes used in a castle?</li> <li>• What are the features of a castle?</li> <li>• What materials do I need to use?</li> <li>• How can I make me castle better?</li> <li>• What went well during the construction of the castle?</li> <li>• What could I improve if I made my castle again?</li> </ul>	
	<p>Vocabulary: 2D, 3D, castle, design, key features, net, scoring, shape, stable, stiff, strong, structure, tab.</p>		<p><b>Planned Misconceptions</b></p> <ul style="list-style-type: none"> <li>• The bigger the castle the stronger.</li> <li>• I need lots of materials to make the castle.</li> <li>• Scoring a line means cutting it.</li> </ul>
<p><b>This learning links from Structures in year 2.</b></p>		<p><b>This learning links to</b></p>	
<b>RSHE</b>	<p><b>Unit:</b>  <b>Created and loved by God:</b>  <b>Religious Understanding:</b></p> <ul style="list-style-type: none"> <li>• Get Up:</li> </ul>	<p><b>Key Nuggets To Be Revisited</b></p> <ul style="list-style-type: none"> <li>• Why is it important to respect our bodies?</li> <li>• Why are we created all in God's vision?</li> <li>• What are the main points of Jesus' healing story?</li> </ul>	



	<p>To learn about the story of Jesus healing Jairus' daughter.          We are created by God in his love and our purpose is to love.</p> <ul style="list-style-type: none"> <li>• The Sacrements:</li> </ul> <p>To learn about the Sacrements of Baptism and reconciliation.          To look into our relationship and friendships with others.</p> <p><b>Me, My Body, My Health:</b></p> <ul style="list-style-type: none"> <li>• We don't have to be the same:</li> <li>• To recognise that all people are unique and our similarities and differences should be celebrated.</li> </ul> <p><b>Respecting our bodies:</b></p> <ul style="list-style-type: none"> <li>• How can we respect our bodies as a gift from God?</li> </ul>	
	<p><b>Vocabulary:</b> God, Jesus, faith, dead, alive, love, eternal, new, life, heaven, sin, forgive, precious, conception, individual, renewed, make a difference, Jairus, synagogue, similarities, differences, unique, skills, talents, confident, self-confidence, changeable, teamwork, community, beloved, Child of God, Sacrament Reconciliation, Baptism, visible/invisible, water, white clothing, candle, love, sorry, oils (Catechumens and Chrism), commandments, forgive, purpose, examination of conscience.</p>	<p><b>Planned Misconceptions</b></p> <ul style="list-style-type: none"> <li>• All people are the same.</li> <li>• Differences are not okay.</li> <li>• We don't need to seek forgiveness from others.</li> </ul>
	<p><b>Linked Texts</b>          Jesus healing Jairus' daughter.</p>	
	<p><b>This learning links from Year 2's Created and Loved by God Unit.</b></p>	<p><b>This learning links to Year 4's Created and Loved by God Unit.</b></p>