




YEAR 3 AUTUMN 1 2020/2021



<p>Class Team Class Teacher: Fintan Support Staff: Shah Class Name:</p>	<p>TERM TOPIC - MAGIC AND WONDERS</p> 	<p>SCHOOL VALUES Ambitious: * Compassionate: * Empowered: *</p>
<p>Important Dates Class Assembly on 8th October PE on Tuesday and Thursday Trips on</p>	<p>TOPIC HOOK</p>	<p>SHARING CELEBRATION</p>
<p>ENGLISH Leon and the Place In Between BFG Ellie and the Cat Wizard vs Lizard</p>	<p>MATHS Number and Place Value Addition & Subtraction</p>	<p>SCIENCE Forces & Magnets Friction, distance of magnets, attract, repel, poles, magnetic material</p>
<p>HISTORY/GEOGRAPHY None this half term</p>	<p>RE Living 2.7 What does it mean to be a Christian in Britain today? (Saints)</p>	<p>COMPUTING E-Safety: Reporting concerns Programming: scratch</p>
<p>DESIGN TECHNOLOGY Design → Make → Evaluate Juggling Balls Sewing</p>	<p>PSHE Being Me in My World</p>	<p>SPANISH El Aula en Español The Spanish Classroom</p>
<p>PE - SPECIALIST TEACHER Hockey</p>	<p>MUSIC - SPECIALIST TEACHER Singing Songs and Performing Accompaniments</p>	<p>TRIPS Science Museum (Feel the Force) SCIENCE</p>

	31.8.2020 (2 day week)	7.9.2020 (Assessment Week)	14.9.2020	21.9.2020	28.9.2020	5.10.2020	12.10.2020	26.10.2020
ACE	Ambitious - Compassionate - Empowered -	Ambitious - Compassionate - Empowered -	Ambitious - Compassionate - Empowered -	Ambitious - Compassionate - Empowered -	Ambitious - Compassionate - Empowered -	Ambitious - Compassionate - Empowered -	Ambitious - Compassionate - Empowered -	Ambitious - Compassionate - Empowered -
Book Titles		Transition / Assessment / Class Name	The BFG	The BFG	The BFG	Leon and the Place Between	Leon and the Place In Between	Leon and the Place In Between
English		M: Transition T: What am I good at? What do I want to achieve this year? W: Who is Alexa Canady and why is she a good role model? Th: Assessment F: How can Alexa Canady be an inspiration for me?	M: To describe a character using noun phrases T: To identify and distinguish word classes W: To create new proper nouns Th: To identify and create similes to support descriptive writing F: To create a set of cohesive commands	M: To identify which sion/cian/tion suffix is the right one T: To create a variety of synonyms for the same word W: To make plausible inferences about a character's emotions throughout a text Th: To develop understanding of how to place a comma to demarcate where a fronted adverbial sits To use conjunctions – where appropriate - to support cohesion F: To identify how to summarise events	M: To sequence narratives using Adverbials T: To combine clauses To write using conjunctions and adverbials that provide a contrast W: To develop ideas to create a cohesive text To use relative clauses to add detail about Characters Th: To use conjunctions to make a cohesive piece F: To publish work for a given audience and purpose	M: To describe a setting T: To identify and distinguish word classes W: To edit word classes in a sentence for clarity and impact Th: To create figurative expanded noun phrases F: To create a variety of expanded noun phrases to describe a scene	M: To make plausible inferences about a character's emotions throughout a Text T: To experiment with different meanings within a sentence To develop understanding of a character's emotions at different points in a text W: To be able to sequence key events across a story Th: To sequence narratives using adverbials F: To combine clauses create sentences with coordinating and subordinating	M: To develop ideas to create a cohesive text To use prepositions to add detail about characters T: To infer feelings about character W: To use conjunctions to write multi-clause sentences Th: To improve writing for cohesion F: To publish work for a given audience and purpose

							conjunctions	
Reading		<p>L.O: To be able to make predictions based on a text</p> <p>M: Introduce strategy - mixed ability reading class text</p> <p>T: Recap strategy - mixed ability reading class text</p> <p>W: Short recap - reading levelled texts in ability groups</p> <p>Th: Short recap - reading levelled texts in ability groups</p> <p>F: Big picture/ comprehension</p>	<p>L.O: To be able to make links between a text, our own experience, other texts and the wider world</p> <p>M: Introduce strategy - mixed ability reading class text</p> <p>T: Recap strategy - mixed ability reading class text</p> <p>W: Short recap - reading levelled texts in ability groups</p> <p>Th: Short recap - reading levelled texts in ability groups</p> <p>F: Big picture/ comprehension</p>	<p>L.O: To be able to summarise the main events of a text</p> <p>M: Introduce strategy - mixed ability reading class text</p> <p>T: Recap strategy - mixed ability reading class text</p> <p>W: Short recap - reading levelled texts in ability groups</p> <p>Th: Short recap - reading levelled texts in ability groups</p> <p>F: Big picture/ comprehension</p>	<p>L.O: To be able to make inferences about a text</p> <p>M: Introduce strategy - mixed ability reading class text</p> <p>T: Recap strategy - mixed ability reading class text</p> <p>W: Short recap - reading levelled texts in ability groups</p> <p>Th: Short recap - reading levelled texts in ability groups</p> <p>F: Big picture/ comprehension</p>	<p>L.O: To be able to clarify words, phrases or meaning of a text</p> <p>M: Introduce strategy - mixed ability reading class text</p> <p>T: Recap strategy - mixed ability reading class text</p> <p>W: Short recap - reading levelled texts in ability groups</p> <p>Th: Short recap - reading levelled texts in ability groups</p> <p>F: Big picture/ comprehension</p>	<p>To be able to evaluate the language, imagery and tone of a text</p> <p>M: Introduce strategy - mixed ability reading class text</p> <p>T: Recap strategy - mixed ability reading class text</p> <p>W: Short recap - reading levelled texts in ability groups</p> <p>Th: Short recap - reading levelled texts in ability groups</p> <p>F: Big picture/ comprehension</p>	<p>L.O: To revise and apply different reading strategies</p> <p>M: Prediction</p> <p>T: Making Links</p> <p>W: Summarise</p> <p>Th: Infer</p> <p>F: Clarify/ Evaluate</p>
Spellings /Phonics		<p>Lesson 1 Revise Suffixes from Year 2 ('-s', '-es', '-er', '-ed', '-ing')</p> <p>Lesson 2 Practise Suffixes from Year 2 ('-s', '-es', '-er', '-ed', '-ing')</p> <p>Lesson 3 Revise/Teach Revise prefix 'un-' Teach prefix 'dis-' (disappoint, disagree, disobey)</p>	<p>Lesson 4 Practise/Apply Practise prefix 'dis-' Apply prefix 'un-'</p> <p>Lesson 5 Revise From Year 2: Apostrophes for contractions</p>	<p>Lesson 6 Learn Strategies for learning words: words from statutory and personal spelling lists</p> <p>Lesson 7 Revise/Teach Strategies at the point of writing: Have a go</p>	<p>Lesson 8 Teach Rarer GPCs: words with the /eɪ/ sound spelt 'ei' (vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they)</p> <p>Lesson 9 Practise Rarer GPCs: words with the /eɪ/ sound spelt 'ei' (vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they)</p> <p>Lesson 10 Assess Rarer GPCs: words with the /eɪ/ sound spelt 'ei' (vein), 'eigh' (eight),</p>	<p>Lesson 11 Learn Strategies for learning words: words from statutory and personal spelling lists</p> <p>Lesson 12 Teach Homophones (brake/ break, grate/great, eight/ ate, weight/wait, son/sun)</p>	<p>Lesson 13 Practise Homophones (brake/ break, grate/great, eight/ ate, weight/wait, son/sun)</p> <p>Lesson 14 Assess Homophones (brake/ break, grate/great, eight/ ate, weight/wait, son/sun)</p>	Consolidation

					'aigh' (straight) or 'ey' (they): dictation			
Maths Starter								
Main Maths		M: Represent numbers to 100 T: Tens and Ones using addition W: Hundreds Th: Numbers to 1000 F: Numbers to 1000 on a PV Grid	M and T: 100s, 10s and 1s W: Numberline to 100 Th: Numberline to 1000 F: Find 1, 10, 100 more or less	M: Compare objects T: Compare numbers W: Order numbers Th: Count in 50s F: Mini-assessment	M: Add and subtract multiples of 100 T: Add and subtract 1s W: Add and subtract 3 digit and 1 digit numbers not crossing 10 Th: Add a 2 digit and a 1 digit number crossing 10s F: Add 3 digit and 1 digit numbers crossing 10s	M: Subtract a 1 digit from a 2 digit crossing 10s T: Subtract a 1 digit number from a 3 digit number crossing 10 W: Add and subtract 3 digit and 2 digit numbers not crossing 100 Th: Add 3 digit and 2 digit numbers crossing 100 F: Subtract a 2 digit number from a 3 digit number crossing 100	M: Add and subtract 100s T: Spot the pattern making it explicit W: add 2 digit numbers crossing 10 - add ones and add 10s Th: Subtract a 2 digit number from a 2 digit number crossing 10 - subtract 1s and subtract 10s F: Mixed addition and subtraction problems	M: Add and subtract 2 digit and 3 digit numbers not crossing 10 or 100 T: Add 2 digit and 3 digit numbers crossing 10 or 100 W: Subtract a 2 digit number from a 3 digit number crossing 10 or 100 Th: Add two 3 digit numbers not crossing 10 or 100 F: Add two 3 digit numbers crossing 10 or 100
PS/ Reason								
Science			L.O: Compare how things move on different surfaces.	L.O: Notice that some forces need contact between two objects, but magnetic forces can act at a distance.	L.O: Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials	L.O: Observe how magnets attract or repel each other and attract some materials and not others. Describe magnets as having two poles.	L.O: Predict whether two magnets will attract or repel each other, depending on which poles are facing.	L.O: Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials.

Working Scientifically			<p>Set up simple practical enquiries and comparative and fair tests.</p> <p>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment.</p>	<p>Ask relevant questions and use different types of scientific enquiries to answer them.</p> <p>Set up simple practical enquiries and comparative and fair tests.</p> <p>Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p>	<p>Ask relevant questions and use different types of scientific enquiries to answer them.</p> <p>Gather, record, classify and present data in a variety of ways to help answer questions.</p> <p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p>	<p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p> <p>Use straightforward scientific evidence to answer questions or to support findings.</p>	<p>Use straightforward scientific evidence to answer questions or to support findings.</p>	<p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>Identify differences, similarities or changes related to simple scientific ideas and processes.</p>
Hist/ Geog content								
Hist/ Geog skills								
Hist/ Geog outcome								
RE			How do Christians show their beliefs in the home?	What do Christians do to show their beliefs at Church?	How and why do different Christians use music in worship?	How and why do different Christians celebrate holy communion?	How do Christians make a difference in their local community?	Why do people stand up against injustice because of their religion?
Comp		<p>Searching safely</p> <p>Protecting my identity</p> <p>Reporting concerns</p> <p>Communication</p> <p>Cyber-bullying</p> <p>Healthy use of technology</p>	Learning about animations	Creating a storyboard	Creating characters and a background	Starting to animate the characters	Adding sounds to the animations	Reviewing, troubleshooting and improving the animations
Comp								

Vocab								
Art/DT skills		DT2/1.3a investigate and analyse a range of existing products	DT2/1.1a use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups DT2/1.1b generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	DT2/1.2a select from and use a wider range of tools and equipment to perform practical tasks accurately DT2/1.2b select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities	DT2/1.2a select from and use a wider range of tools and equipment to perform practical tasks accurately	DT2/1.2a select from and use a wider range of tools and equipment to perform practical tasks accurately	DT2/1.2a select from and use a wider range of tools and equipment to perform practical tasks accurately DT2/1.4a apply their understanding of how to strengthen, stiffen and reinforce more complex structures	DT2/1.3b evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
Art/DT outcome		Juggling ball research	Designing juggling balls thinking about sizing, materials, colours and stitching techniques	Sewing skills: threading the needle, starting, back stitch, tying off	Sewing juggling balls	Sewing juggling balls	Filling and finishing juggling balls	Evaluation - fit for purpose? How has it changed from our design? Improvements?
PSHE SED learning outcome			I value myself and know how to make someone else feel welcome and valued.	I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions.	I know how to make others feel valued.	I understand that my behaviour brings rewards/consequences.	I can work cooperatively in a group.	I am choosing to follow the Learning Charter
PSHE Learning outcome			I recognise my worth and can identify positive things about myself and my achievements. I can set personal goals. I know how to use my Jigsaw Journal.	I can face new challenges positively, make responsible choices and ask for help when I need it.	I understand why rules are needed and how they relate to rights and responsibilities	I understand that my actions affect myself and others and I care about other people's feelings.	I can make responsible choices and take action.	I understand my actions affect others and try to see things from their points of view.

Spanish			To understand and say five instructions in Spanish	To understand and say ten instructions in Spanish	To understand and say four classroom objects in Spanish	To understand and say eight classroom objects in Spanish To categorise nouns by their gender	To say how many objects there are in Spanish	To write what is in our pencil case in Spanish
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