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|  | | Year Three Autumn 2 | | | | | | | | |
| Y3  Aut 2 | Week 1  w.b. 4.11.24 | | Week 2  w.b. 11.11.24 | Week 3  w.b. 18.11.24 | Week 4  w.b. 25.11.24 | Week 5  w.b. 2.12.24 | Week 6  w.b. 9.12.24 | Week 7  w.b 16.12.24 |  | End point expectations |
| Reading |  | |  |  |  |  |  |  |  |  |
| **Explorers**  by Nellie Huang | | **Explorers**  by Nellie Huang | **Explorers**  by Nellie Huang | **Explorers**  by Nellie Huang | **Explorers**  by Nellie Huang | **Explorers**  by Nellie Huang | **Explorers**  by Nellie Huang |  |  |
| English | Narrative: immerse in the story.   * Retell through drama * Analyse the text, retrieval. * Story map * Describe The Iron Man | | Narrative: Character focus,e.g Wanted poster   * Embedded clause * Sentence starters * Speech marks | Narrative: children to invent their own story with a new setting.   * conjunctions * Plan story * Draft paragraph * Big write * Edit and uplevel | Instructions (How to catch the iron man)   * Retell through drama * Analyse the text, retrieval * Imperative verbs * write clear and relevant instructions | Instructions (How to catch the iron man)   * Plan text * Draft paragraph * Big write   Edit and up-level | Instructions (How to catch the iron man)   * Plan text * Draft paragraph * Big write   Edit and up-level |  |  | * Embedded clause * Sentence starters * Speech marks * conjunctions * Imperative verbs |
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| VOCAB: | |  |  |  |  |  |  |  |  |
| Maths | Addition and Subtraction | | Addition and Subtraction | Multiplication and Division | Multiplication and Division | Multiplication and Division | Multiplication and Division | Consolidation |  |  |
|  | VOCAB: | |  |  |  |  |  |  |  |  |
| Science- Light | Why do we need light and what happens if there is no light? | | How do we spot a light source? | What is a reflection? | How are shadows formed? | Does the size of a shadow change? | **Do we need to protect our eyes from the sun?** | Assessment | **National Curriculum End Points**   * Recognise that we need light in order to see things and that dark is the absence of light. * Notice that light is reflected from surfaces. * Recognise that shadows are formed when the light from a light sources is blocked by a solid object. * Find patterns in the way that the size of shadows change. * Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. | |
| VOCAB  Light dark | | Light source  Non light source  luminous | Reflection  reflective | Shadow  Transparent  Opaque  translucent |  |  |  |  |  |
| History | Explorers | |  |  |  |  |  |  |  |  |
| Who were the Tudors? | | Why did the Tudors want to explore? | Who was Sir Francis Drake?  Why was he famous? | Who was Sir Walter Raleigh? | What was the Age of Exploration’s impact on Britain? | Assessment. |  |  |  |
| Art | John Dyer Art | |  |  |  |  |  |  |  |  |
| Who is John Dyer? | | How do I paint layers in John Dyer’s style? | How do I paint plants and trees in John Dyer’s style? | How do I paint animals in John Dyer’s style? | How do I paint a rainforest scene in John Dyer’s style? | How do I paint a rainforest scene in John Dyer’s style? |  |  |  |
| VOCAB: | |  |  |  |  |  |  |  |  |
| French | **Classroom** | |  |  |  |  |  |  |  |  |
| Can you name classroom objects? | | Can you identify an objects colour? | Can you describe an objects colour? | What is your age? | Can you recognise classroom instructions? | Can you repeat and follow classroom instructions? |  |  |  |
| VOCAB | |  |  |  |  |  |  |  |  |
| RE- What is it like for someone to follow God? | Texts: Noah and the Ark.  How is the bible organised (books, chapters and verses)? | | Why is the story of ‘Noah and the Ark’ important to Christians? | What can we learn about pacts and promises from Noah’s story? | How can pacts and promises help us in everyday life in school? (classroom rules etc.) | Can you identify promises that people make today (brownies, guides, scouts)? What are the promises made in a Christian wedding? | What are the Christian symbols to show God’s message of forgiveness? | Assessment |  |  |
| PE Dance and Dodgeball | L1: respond to different stimuli being able to add drama and emotion to the dance. | | L2: respond to different stimuli being able to add drama and emotion to the dance. | L3: to build on the thematic work in a different context creating motifs. | L4: to execute a wider variety of movements in extended sequences, with a partner. | L5:  to extend pupils' dance skills by using more than one theme to create movements and actions forming longer sequences. | L6: Pupils will create a performance which will include; stage presence, timing, rhythm and sustaining character. | L7:Pupils will create a performance which will include; stage presence, timing, rhythm and sustaining character. |  |  |
| L1:  to develop pupils’ understanding and application of when, where and why we need to dodge during a game. | | L2: to introduce pupils to throwing techniques used in dodgeball. | L3: to introduce catching and when this applied into a dodgeball game. | L4:  to develop pupils’ understanding and application of when, where and why we need to change direction at speed during a game. | L5:  to combine pupils' understand and application of dodging and throwing. | L6: for all pupils to apply their understanding of dodgeball into mini games. | L7: |  |  |
| VOCAB | |  |  |  |  |  |  |  |  |
| PSHE | **Different Types Of Relationships** | | **The Benefits Of A Good Relationship** | **What To Do When Others Need Help** | **Helping Others Who Say They Don't Need Help** | **What Growth Mindset Is And Its Importance** | **How To Build Our Growth Mindset** | **Why Mindfulness Is Good For Us** |  |  |
| VOCAB | |  |  |  |  |  |  |  |  |
| Music | This is a six-week Unit of Work. All the learning in this unit is focused around one song: Three Little Birds - a reggae song  Three Little Birds by Bob Marley ● Jamming by Bob Marley ● Small People by Ziggy Marley ● 54 - 46 Was My Number by Toots and The Maytals ● Ram Goat Liver by Pluto Shervington ● Our Day Will Come by Amy Winehouse | |  |  |  |  |  |  |  |  |
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| VOCAB: | |  |  |  |  |  |  |  |  |