



Overview of planning
Year: 3 **Half term: Autumn 2**
Teacher: Miss Gray
Topic: Stone Age-Iron Age

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
Learning challenge question							
RE	Mary, Mother of God I can retell the story of the Annunciation. I can make links between the story of the Annunciation and the role and importance of Mary.	To know that Mary visited Elizabeth. To know about the mystery of the Incarnation. I can make links between the feelings and beliefs of Mary and her response to God.	I can talk about the role of Mary. I can ask questions about Mary and I know that some are difficult to answer.	I can use religious words to describe some actions and symbols of Advent. I can use religious words to describe some actions and symbols of Christmas.	I can describe some ways Christians celebrate Advent and Christmas. I can give reasons why Christians do certain things during Advent and Christmas.	To reflect on the significance of the Birth of Jesus. To recall the story of the shepherds.	I can recognise the story of the wise men. Assessment Week.
Maths	Multiplication and Division Recall multiplication facts for 3, 4 and 8. Recall and use division facts for 3, 4 and 8.	Work out answers using the inverse.	Work out mathematical statements for 1-digit multiplication. Work out mathematical statements for 1-digit division.	Multiply using the formal written, expanded method.	Multiply using the formal written, shortened method.	Solve multiplication and division problems.	Termly Assessment week: Place Value Addition and Subtraction Multiplication and Division
English	Features of information texts Chosen text/s: Stone Age to Iron	Features of information texts Chosen text/s:	Historical Stories Chosen text/s: Stone Age to Iron Age.	Historical Stories Chosen text/s: Stone Age to Iron Age	Arguments Chosen text/s: Stone Age to Iron Age.	Arguments Chosen text/s: Stone Age to Iron Age.	Informal Writing Chosen text/s: Letters.

	<p>Age.</p> <p>Reading: To use knowledge of root words to understand the meaning of words with suffixes.</p> <p>Writing: Draft and write by using organisational and presentation devices to structure text and to guide the reader e.g. headings, subheadings, columns, bullet points or tables.</p> <p>Grammar: Identify word families based on common root words e.g. solve, solution, solver, dissolve, insoluble.</p> <p>Handwriting: To practise joining from the letter w (who, wha, whe, whi).</p>	<p>Stone Age to Iron Age.</p> <p>Reading: To use knowledge of root words to understand the meaning of words with prefixes.</p> <p>Writing: Draft and write by linking ideas across paragraphs using a wider range of cohesive devices; repetition of a word or phrase, grammatical connections and ellipsis.</p> <p>Grammar: Use headings and sub headings to aid presentation.</p> <p>Handwriting: To practise forming numerals correctly (1, 2, 3...).</p>	<p>Reading: To identify Y3 CEW and explain why these are an exception.</p> <p>Writing: <u>Draft and write narratives, describing settings, characters and atmosphere</u> and integrating dialogue to convey characters and advance the action.</p> <p>Grammar: Use the present perfect form of verbs instead of the simple past e.g. he has gone out to play contrasted with he went out to play.</p> <p>Handwriting: To practise writing silent letters (wra, wri, kni, kno).</p>	<p>Reading: To maintain interest in reading through exploring a range of text-types and retelling these orally.</p> <p>Writing: Draft and write narratives, describing settings, characters and atmosphere <u>and integrating dialogue to convey characters and advance the action.</u></p> <p>Grammar: Begin to use inverted commas to punctuate direct speech.</p> <p>Handwriting: To practise joining from the letter f.</p>	<p>Reading: To identify the theme in a book (myths and legends, fairy tale, factual information, etc).</p> <p>Writing: Plan his /her writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for his/her own.</p> <p>Grammar: Express time, place and cause using conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore or prepositions e.g. before, after, during, in, because of.</p> <p>Handwriting:</p>	<p>Reading: To read aloud/perform poems and playscripts.</p> <p>Writing: Draft and write by accurately précisising longer passages. Read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>Grammar: Begin to use paragraphs as a way of grouping material.</p> <p>Handwriting: To practise descenders (sp, spr, pri, pru).</p>	<p>Reading: To decide whether the text makes sense to them and discuss favourite words or phrases which capture their interest or imagination.</p> <p>Writing: To write a letter to Fr. Christmas using the features of informal letter writing.</p> <p>Grammar: Use the form a or an according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box.</p> <p>Handwriting: To practise ascenders (al, all, at).</p>
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					To practise capital letters in various handwriting styles.		
Spelling	To practise Y2 CEW. To know the suffix 'ly' with no change.	To often spell the correct grapheme for the phoneme by using phonetic knowledge and understanding. To know the suffix 'ly' with a change.	To know and practise certain homophones, <i>e.g. new and knew, their, there and they're, bare and bear.</i> To use the prefixes un-, dis-, mis-, re-, pre.	To practise Y2 CEW. To use the suffixes -ing, -er, -ed.	To spell words that are often misspelt, <i>e.g. through, though, also, said.</i> Spell words with endings sounding like 'ch', e.g. picture, nature. Spell words with endings sounding like 'zh', e.g. treasure, measure.	To write capital and lower-case letters in the correct size. Spell words with endings sounding like 'ch', e.g. picture, nature.	To use contractions, <i>e.g. it's, he's, they'll.</i> Spell words with endings sounding like 'zhun', e.g. division, decision.
Science	Forces and Magnets Compare how things move on different surfaces. Investigate how different materials move differently on certain surfaces.	Notice how magnets move. Notice that some materials need contact whereas magnets can act at a distance.	Observe how magnets attract or repel each other. Observe how some magnets attract some materials and not others.	Identify magnetic materials. Group materials based on whether they are magnetic or not.	Know the different poles of a magnet. Describe magnets as having two poles.	Predict whether two magnets will attract or repel depending on the position of the poles. Investigate which pairs of poles attract and which repel.	Assessment Week.
Computing	To discuss e-safety rules.	To be aware of ICT policies.	To understand copyright.	To open and send emails safely.	To identify usable content.	To recognise and be aware of how to report unacceptable behaviour/content.	To answer 'what if' questions.

History/ Geography	To explain why the Bronze Age meant change.	I can explain why people began to use Bronze to make tools.	To know about and design a bell beaker.	To know about Stonehenge and Avebury. To know about the Round Barrows and make suggestions about what grave goods tell us.	To describe some jobs of the Iron Age people.	To argue for and against working in the Iron Age and working in modern day.	To make a 3D house from the Iron Age by following instructions. http://www.primaryhomeworkhelp.co.uk/celts/index.html
Art/DT – with topic			To design a bell beaker.			To make a 3D house from the Iron Age.	
PE	Athletics To practise existing running, throwing and jumping skills.	To run and sprint accurately.	To maintain good posture over hurdles. To sprint fluently over obstacles.	To jump with accurate balance.	To throw and retrieve objects.	To throw with increasing accuracy.	To practise new running, throwing and jumping skills (assessment week).
MFL	Miss Miralles to teach on Thursday's.	Miss Miralles to teach on Thursday's.	Miss Miralles to teach on Thursday's.	Miss Miralles to teach on Thursday's.	Miss Miralles to teach on Thursday's.	Miss Miralles to teach on Thursday's.	Miss Miralles to teach on Thursday's.
Educational visits/visitors							
Wall and interactive displays	English – VCOP working wall. Maths – continuous working wall.						