



CLASS HALF TERM OVERVIEW OF PLANNING
Year 3 Chestnut Class
Autumn 2

	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6
RE L2.2 What is it like for someone to follow God?	<p>What is it like for someone to follow God?</p> <p>Which information about Bible stories can we get from different types of texts?</p>	<p>What is it like for someone to follow God?</p> <p>What can we say about Noah from reading the biblical story?</p> <p>Big Write – the story of Noah’s Arc</p>	<p>What is it like for someone to follow God?</p> <p>What is the link between the story of Noah and the idea of covenant?</p> <p>What are the links between the story of Noah and how many Christian people live?</p>	<p>What is it like for someone to follow God?</p> <p>What is the link between a Christian wedding ceremony and the idea of covenant?</p>	<p>What is it like for someone to follow God?</p> <p>Did Abram show he trusted in God?</p>	<p>What is it like for someone to follow God?</p> <p>Is it always easy for Christians to try to follow God?</p> <p>Sticky knowledge assessment sheet</p>
PSHE Growing and Changing, what happens to us as we grow and change?	<p>Identify the different types of relationships Recognise who they have positive healthy relationships with.</p>	<p>Understand what is meant by the term body space (or personal space). Identify when it is appropriate to allow someone into their body space. Rehearse strategies for when someone is inappropriately in their body space.</p>	<p>Define the terms ‘secret’ and surprise’ and know the difference between a safe and an unsafe secret. Recognise how different surprises and secrets might make them feel. Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</p>	<p>Recognise that babies come from the joining of an egg and sperm. Explain what happens when an egg doesn’t meet a sperm. Understand that for girls, periods are a normal part of puberty.</p>	<p>Know how to make a clear and efficient call to the emergency services if necessary</p>	<p>Know concepts of basic first-aid, for example dealing with common injuries including head injuries.</p>
Maths	<p>Focus area: Addition and Subtraction Investigation Add and subtract 10s Add and subtract 100s</p> <p>Focus area: Shape Draw polygons Recognise 3D shapes</p>	<p>Focus area: Addition and Subtraction Investigation Spot the pattern Add 1s across a 10</p> <p>Focus area: Shape Recognise and describe 3D shapes Make 3D shapes</p>	<p>Focus area: Addition and Subtraction Investigation Add 10s across a 100 Subtract 1s across a 10</p> <p>Focus area: Shape End of unit assessment</p> <p>Focus area: Multiplication and Division</p>	<p>Focus area: Addition and Subtraction Investigation Subtract 10s across a 100. Make connections</p> <p>Focus area: Multiplication and Division Use arrays Multiples of 2</p>	<p>Focus area: Addition and Subtraction Investigation Add two numbers no exchange. Subtract two numbers no exchange.</p> <p>Focus area: Multiplication and Division Multiples of 5 and 10</p>	<p>Focus area: Addition and Subtraction Investigation Add two numbers (across a 10) Add two numbers (across a 100).</p> <p>Focus area: Multiplication and Division Multiply by 3</p>



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			Equal groups		Sharing and grouping	Divide by 3
No Nonsense Number	Block 2 Week 1: Linking counting to multiples of two, five and ten	Block 2 Week 2: Multiplying two, five and ten and dividing by two, five and ten	Block 2 Week 3: Multiplying two, five, ten and twenty and dividing by two, five, ten and twenty	Block 2 Week 4: Multiplying two, five and ten, multiplying by two and dividing by two, five and ten	Block 2 Week 5: Using understanding of multiples of two, five and ten and understanding of place value to multiply and divide	Block 2 Week 6: Using understanding of multiples of two, five and ten and understanding of place value to multiply and divide
English	<p>Genre: Fiction Text: Usborne Illustrated Grimm's Fairy Tales by Ruth Brocklehurst and Gillian Doherty</p> <p>Learning outcome: Speaking: orally retell a fairy tale Writing: to write an alternative ending to a fairy tale</p> <p>Learning about the text: I can remember and discuss Fairy Stories that I know I can listen attentively to a story I can retell sections of a story, focusing on prosody I can work in a group to retell a complete story I can recognize and explain apostrophes in a text</p> <p>Big write</p>	<p>Genre: Fiction Text: Usborne Illustrated Grimm's Fairy Tales by Ruth Brocklehurst and Gillian Doherty</p> <p>Practice write: I can understand and mimic the structure, grammar and punctuation in a text I can compose and rehearse sentences orally I can use a story map to sequence a new story I can make careful work choices to develop setting descriptions</p> <p>Big write</p>	<p>Genre: Fiction Text: Usborne Illustrated Grimm's Fairy Tales by Ruth Brocklehurst and Gillian Doherty</p> <p>Independent write: I can plan my writing I can use a story map to sequence a new story I can make careful decisions about verb choice I can use full stops, questions marks, apostrophes and exclamation marks accurately I can read and edit my writing</p>	<p>Genre: Non Fiction Text: How Santa Really Works</p> <p>Learning outcome: To write an explanatory text about an imaginary object/process</p> <p>Learning about the text: Read books that are structured in different ways; read for a range of purposes Identify how language, structure and presentation contribute to meaning Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Use dictionaries to check the meaning of words they have read I can identify multi-clause sentences with conjunctions</p> <p>Big write</p>	<p>Genre: Non Fiction Text: How Santa Really Works</p> <p>Practicing writing: Compose and rehearse sentences orally, building a varied and rich vocabulary and an increasing range of sentence structures Use simple organisational devices Organise paragraphs around a theme Use conjunctions to create multi-clause sentences</p> <p>Big write</p>	<p>Genre: Non Fiction Text: How Santa Really Works</p> <p>Independent write: I can plan my writing I can use layout to convey meaning to the reader I can use paragraphs as a way to group related material I can use full stops, questions marks, apostrophes and exclamation marks accurately I can use questions as subtitles to structure my work I can make improvements to my writing</p>



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Spelling	Spelling shed Step 7: Words with the prefix re- redo, return, refresh, redecorate, reappear, review, replay, reaction, rebound, revenge	Spelling shed Step 8: Words with the prefix dis- disappoint, disobey, disappear, disapprove, disable, dislike, dislocate, disadvantage, dislodge, disagree	Spelling shed Step 9: Words with the prefix mis- mistake, mislead, misbehave, misspell, misplace, misread, mistrust, misunderstanding, misuse, mislaid	Spelling shed Step 10: Words where –ing –er and –ed are added to multisyllabic words developing, developed, limiting, covering, limited, gardening, gardener, covered, listening, listened	Spelling shed Step 11: Words where –ing –en and –ed are added to multisyllabic words forgetting, forgotten, beginning, propelled, preferred, permitted, regretting, committed, forbidden, equipped	Spelling shed Step 12: Challenge words - Words that are not written how they might sound centre, disappear, heart, minute, regular, decide, early, learn, notice, therefore
Phonics/Grammar	Apostrophes for possession and contraction	Verbs – identification and usage	Proof reading for spelling and punctuation	Coordinating conjunctions	Subordinating conjunctions	Editing my work for improvements
Science Animals including humans Why is our skeleton important?	How does our skeleton help us?	Do our bones affect what we can do?	What do our muscles do?	Do all animals have the same skeleton?	What types of nutrition do we need?	
PE	<p>Use a greater number of their own ideas for movements in response to a task</p> <p>Choose and plan sequences of contrasting actions</p> <p>Adapt sequences to suit different types of apparatus and their partner's ability</p> <p>Explain strength and suppleness affect performance</p> <p>Identify some muscle groups used in gymnastic activity</p> <p>Suggest warm up activities</p> <p>Compare and contrast gymnastic sequences</p> <p>Comment on similarities and differences</p> <p>With help, recognise how performances could be improved</p>					
PE PE planning Gymnastics	Travelling Perform a combination of actions with a change in speed, level or direction. 2. Find ways to travel between different levels.	Key Shapes Develop flexibility, strength, technique, control and balance. 2. Perform skills more accurately and consistently	Rolls Learn and develop the quality of a Front Support Roll. 2. Develop strength. 3. Understand that strength and suppleness are important aspects of fitness in gymnastics.	Jumps Perform a turn in the air whilst jumping. 2. Develop agility, balance and coordination	Sequences Perform a range of actions with consistency, fluency and clarity of movement. 2. Identify what they need to practise to improve their performance.	Apparatus Devise and perform a gymnastic sequence, showing a clear beginning, middle, and end. 2. Perform the gymnastics actions on the floor and over, through, across and along apparatus.
Computing	Can a picture move? To explain that	Frame by Frame To relate animated	What's the story? To plan an animation	Picture perfect To identify the need to	Evaluate and make it great!	Lights, Camera, Action! To evaluate the impact



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Creating media – Stop-frame animation	animation is a sequence of drawings or photographs	movement with a sequence of images		work consistently and carefully	To review and improve an animation	of adding other media to an animation
Internet Safety	Unit 02: Think before you share – Activity 3, Be Internet Legend Curriculum					
History Stone Age- What was life like in the Stone Age?	Stone Age to Iron Age (Kent's Cavern?) What was life like in the Paleolithic and Mesolithic? What changed from the Paleolithic to the Mesolithic?	What did people eat in the Paleolithic and Mesolithic? How did the search for food change the Neolithic?	What tools were used in the Neolithic? Who were the beaker people?	How did tools change after the Neolithic? How did the Bronze Age move into the Iron Age?	What are round houses? What is a hill fort?	What was life like in different regions of England during the Stone Age?
Art	Artist study Andy Goldsworthy					
DT - Textiles - Stone Age Mysteries - How can we make a pouch that is just right for a Stone Age adventure?						
Music	Easy E - Player 2/Group 2 Easy E - Player1/group 1 Easy E Easy E theory - the language of music Easy E (notation) Strictly D Strictly D (Note-names) Strictly D (Note-names and notes) Strictly D Theory - the language of music Strictly D (notation) Copyback 1	Play your music Play your music(note-names) Play your music (notes and note-names Play your music theory- the language of music Play your music (notation) Drive Drive (note-names) Drive (note-names and notes) Drive theory - the language of music Drive (notation) Listen and appraise	DeeCee's Blues DeeCee's Blues (note-names) DeeCee's Blues (notes + note-names) DeeCee's Blues theory - the language of music DeeCee's Blues (notation) Improvising to DeeCee's Blues DeeCee's Blues and your improvisation Copy Back 2 What's up? What's Up? (note-names) What's Up? (note-names + notes)	D-E-F-initely D-E-F-initely (note-names) D-E-F-initely(notes + note-names) D-E-F-initely(notations) Listen and Appraise Learn to sing the song Add percussion Improvise Compose	Roundabout March of the Golden Guards March of the Golden Guards (note-names) March of the Golden Guards (note-names + notes) March of the Golden Guards theory - the language of music March of the Golden Guards (notation) Theory - the language of music Portsmouth Listen and Appraise Learn to sing the song	Composition Listen and Appraise Warm up Add percussion Improvise Compose Perform



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	Listen and appraise	Learn the song	What's up? theory - the language of music What's Up? (notation) Listen and appraise Learn the song Add percussion		Add percussion Improvise Compose Perform	
French What game can I invent with French numbers and colours?	Numbers Learn how to recognise, recall and spell numbers 1-10 in the foreign language.	Numbers Learn how to recognise, recall and spell numbers 11-20 in the foreign language and will revise numbers 1-10	Numbers Learn how to recognise, recall and spell numbers 1-31 in the foreign language and will revise numbers 1-20	Colours Learn 10 common colours in the foreign language	Board game Plan and make a board game combining colours and numbers vocabulary learned this unit	Board game Play board games and review learning
Educational visits/visitors				Vicar to visit		