

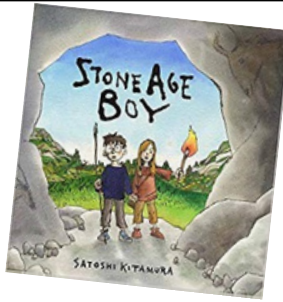
English

KeyText:

'Stone Age Boy' by Satoshi Kitamura

Supplementary Text:

'The Firework Maker's Daughter' by Phillip Pullman **Writing**



- Learn the model text off by heart, paying particular attention to
- sentence structure and the sequence.
- Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about and imitating the initial model text.
- Write down ideas and/or key words, including new vocabulary, encapsulating what they want to say, sentence by sentence.
- Make additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils.
- Using the settings toolkit to develop descriptive writing.
- Re-read to check that writing makes sense and that they are writing in the correct tenses.
- Read aloud what they have written with appropriate intonation to make the meaning clear.

Word Reading

- Continue to apply phonic knowledge and skills to decode words until reading is fluent.
- To read for meaning, learning to read for context clues
- using prior knowledge.
- Develop strategies for what to do with an unknown word.

Reading Comprehension

- Listening to, discussing and expressing views about a wide range of texts at a level beyond that at which they can read independently.
- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.
- Revision of KS1 reading domains: retrieving, predicting
- summarising, making inferences, comparing.

Year 3: Autumn Term 1, 2026 Curriculum Overview

Forces and Magnets

- Compare how things move on different surfaces.
- Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance.
- Observe how magnets attract or repel each other.
- 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.
- Describe magnets as having 2 poles.
- Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.



Science

Grammar, Spelling & Handwriting

Grammar&Spelling

- Revising Year 2 spelling and learning new Year 3 words through Spelling Shed. Begin to understand how to know when to use alternative ways to spell various sounds.
- Teaching the use of prefixes 're' and 'dis'.
- Homophones.

PENPALS Handwriting Scheme

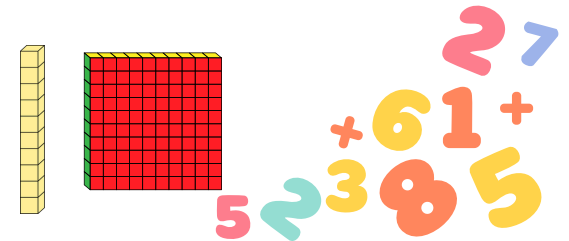
- Revisiting the correct formation of all lower case and capital letters.
- Introducing joining from s and r to ascenders.
- Introducing joining from s and r to no ascenders.
- Introducing joining s and r to an anticlockwise letter.
- Introducing break letters.



Maths

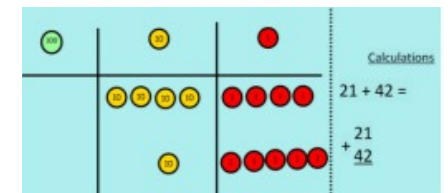
Place Value

- Read and write numbers to at least 1000 in numerals and words and recognise the place value of each digit in a three digit number.
- Identify, represent and estimate numbers using different representations including the number line
- compare and order numbers from 0 up to 1000 using <, > and = signs.
- Use place value and number facts to solve problems.
- Find 1, 10 or 100 more and less of a number.
- Compare objects to 1000.
- Count in 50s.



Addition and Subtraction

- Add and subtract multiples of 100.
- Add and subtract 3-digit and 1-digit numbers.
- Subtract a one-digit number from a 3-digit number.
- Add and subtract 3-digit and 2-digit numbers.
- Add 3-digit and 2-digit numbers
- Subtract 2-digit number from a 3-digit number.
- Add and subtracts 100s.
- Spot patterns.
- Add 2 3-digit numbers.
- Subtract a 3-digit number from a 3-digit number.



PE



Specialist PE: Ball skills

- Pupils will develop their accuracy and consistency when tracking a ball.
- Explore a variety of throwing techniques and will learn to select the appropriate throw for the situation.
- Develop Hand/Eye & Foot/Eye coordination.

Exercise lesson: 10 A Day

- Developing muscular endurance, strength and/ or cardiovascular fitness.
- A minimum of 10 minutes sub-maximal work.
- High Intensity activity's to target heart

RE



Why is Abraham still a hero for so many?

- Recall revelation of Abraham and define monotheism
- Recall covenant and commitment shared between Abraham and God and identify how these are remembered through Jewish festivals (Rosh Hashanah)

PSHE

How do we make our relationships safe and fair?

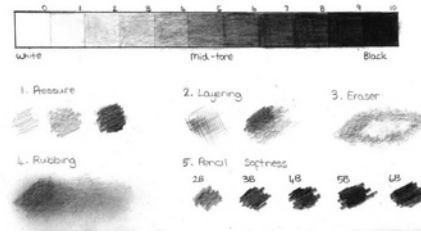
- I can explain what makes a relationship feel safe, respectful and fair.
- I can recognise when something in a relationship is unfair or makes someone feel uncomfortable.
- I can explain what I can do, and who I can talk to, if I need help with a relationship.



Art

Art: Drawing

- To recognise how artists use shape in drawing
- To understand how to create tone in drawing by shading
- To understand how texture can be created and used to make art
- To apply observational drawing skills to create detailed studies
- To explore composition and scale to create abstract drawings



French

- To learn and recall numbers 1-10
- To learn greetings including introductions and ask someone's name
- Introduction to phonics and pronunciation (e.g. ch, ou, on and oi)



Computing

We Are Who We Are—Digital Literacy

- Pupils create a set of presentations for different audiences.
- Discuss issues of online trust and privacy.
- Create a narrated presentation.
- Consider issues of trust and privacy when sharing information



History

The Untold Stories

- Knowledge of what the term prehistoric means. How early humans lived as hunter gatherers for a very large proportion of the time they have been on earth.
- The key features of Stone Age culture.
- The fact that the Stone Age can be divided up into three periods: Paleolithic, Mesolithic and Neolithic. The significant change from early humans being nomadic hunter gatherers to them settling, growing crops and keeping animals close by. The way in which the discovery of bronze changed human behavior in the Bronze Age.
- How the discovery of iron resulted in a continuation of changes in human behaviour during the Iron Age.
- Knowledge that early humans lived during an Ice Age and of the early use of technology by humans: bronze, and later iron, were used to make tools and weapons.
- Knowledge of the fact that one of the earliest settlements was the hill fort and barrows were made to remember the dead (and these can still be found today).
- Knowledge that early humans mined for rocks that enabled them to produce metals.



Music

'Let Your Spirit Fly'

- Know how pulse, rhythm and pitch work together to create a song.
- Know that every piece of music has a pulse/steady beat.
- To sing in unison and in simple two-parts.
- To demonstrate a good singing posture.
- To follow a leader when singing.



