



Year Group: Three

Value Focus: Respect

AUTUMN TERM 2 School Year 2025-2026

RRS: Article 2: The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

British Values: Mutual respect and tolerance, Individual liberty

	Week 9 3rd November 2025	Week 10 10th November 2025	Week 11 17th November 2025	Week 12 24th November 2025	Week 13 1st December 2025	Week 14 8th December 2025	Week 15 15th December 2025
Whole School Events	HT Coffee Morning and Parent Open Morning (5 th) TBPs Got Talent (7 th)	Anti-Bullying Week Armistice Assembly (11 th) Y2,5,6 NSPCC Workshops E1 Pupil Parliament (14 th) Y3 to Docklands Museum	Teaching and Learning Review Days (18 th -20 th) Data Deadline	Inset Day (24 th) RWI Development Day	PPMs	MTP meetings Spring 1 Pick and Mix Y5 Swimming Display Deadline	Y5 Swimming KS2 Carol Concert (15 th) EYFS Nativity (16 th) Christmas Lunch (17 th) KS1 Christmas show (18 th) Parties/Disco (19 th)
Enrichment	Janet Singing sessions (6 th)	Janet Singing sessions (13 th)		Y1,2,3 Pantomime (26 th) Y4,5,6 Pantomime (27 th)	E1 Carol Concert (3 rd am)	Y4 Fireside Tales trips (11 th)	Y6 Fireside Tales (18 th)
Class Read (Story time)	Canon of Literature books: these books are no longer on the curriculum and there are whole class sets so they can be utilised for story time. 0. Whole School Recommended Reading Lists Choose texts from Recommended Reading List Class Read - Firework Maker's Daughter						
English Reading	The Pebble In My Pocket Block 2 Focus on summarising, scanning for retrieval and understanding vocabulary	The Pebble In My Pocket Block 2 Focus on comparing, inferring the meaning of vocabulary and personal response	The Pebble In My Pocket Block 3 Focus on comparison, retrieval of language and details and understanding key themes	The Pebble In My Pocket Block 3 Focus on summarising, comparing and offering personal responses	Twas the Night Before Christmas Block 6 Focus on core text for summarising and authorial intent Focus on diary extract and two information texts for retrieval and comparing	Twas the Night Before Christmas Block 6 Focus on core text for comparing and a personal response Focus on an appeal, dialogue extract and police report for inference	
Reading Outcomes	Know: Strategies for scanning for retrieval The difference between fact and opinion Be able to: Identify details from a text accurately and efficiently Infer the view of an author from their language selection		Know: How different texts can be organised Themes can be represented in different ways Be able to: Make connections between what they have read Retrieve key details by reading closely		Know: Poets use rhythm and language to create effects Meaning can be inferred from description and dialogue Be able to: Comment on poetic effects Use inference skills to gain meaning from a range of texts		
English Writing	Formal letters to complain Explicit teaching of the grammatical structures and text conventions required	Formal letters to complain Structural understanding, planning and execution of extended task and focused editing teaching	Performance poetry (including poetry from other cultures) Explicit teaching of the grammatical structures and text conventions required	Dialogue through narrative (historical stories) Explicit teaching of the grammatical structures and text conventions required	Dialogue through narrative (historical stories) Structural understanding, planning and execution of extended task	Dialogue through narrative (historical stories) Execution of the extended task and focused editing teaching	

Writing Outcomes	Know The difference between main and subordinate clauses The structure and conventions of a formal letter Be able to Organise writing into clear paragraphs Choose and use formal vocabulary Use a range of conjunctions	Know Key poetic devices including alliteration, rhyme and repetition Intonation changes when we speak and perform Form helps convey the message in poems. Be able to Prepare and perform narrative poems. Show understanding through intonation, action, tone and volume. Make connections between poems. Critically review the performance of a poem.	Know Historical texts can include historical references. Inverted commas are used to punctuate direct speech. Be able to Use the third person perspective. Use and sustain the past tense. Editing strategies Carefully select vocabulary.	
VGPS	Introduce: Introduction to direct speech including inverted commas Use of a/an Formation of nouns using prefixes Expressing time, place and cause using conjunctions Consolidate: Commas to separate items in a list Past progressive and present progressive tense Use of the suffixes –er, –est in adjectives Use of –ly in Standard English to turn adjectives into adverbs Synonyms and antonyms			
Spoken Language Expectations	• Listen and respond appropriately to adults and their peers • Ask relevant questions to extend their understanding and knowledge • Use relevant strategies to build their vocabulary • Articulate and justify answers, arguments and opinions • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • Consider and evaluate different viewpoints, attending to and building on the contributions of others • Speak audibly and fluently with an increasing command of Standard English • Participate in discussions, presentations, performances, role play, improvisations and debates • Gain and maintain the interest of the listener			

Maths	Number: Addition and Subtraction - Apply within the context of money and finding change Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction	Statistics Bar charts Pictograms Tables Apply: Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction	Number: Place Value within 1000 (repeat) Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number Identify, represent and estimate numbers using different representations Solve number problems and practical problems involving these ideas - Focus on missing number problems, including shapes that represent numbers in a calculation I See Reasoning Y3	Number: <u>Multiplication and Division</u> Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables Ordering cards, Music to my ears - Focus on identifying patterns between 2, 4 and 8 times tables - Emphasise inverse relationship between multiplication and division - Present multiplication and division facts alongside arrays as representation Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems, and correspondence problems in which n objects are connected to m objects A square of numbers, What do you need?, Follow the numbers, What's in the box?, How do you do it?, Ip Dip, Journeys in Numberland, This Pied Piper of Hamelin Power Maths, NRich: Ordering cards, Music to my ears, A square of numbers, What do you	Number: <u>Multiplication and Division</u> Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems, and correspondence problems in which n objects are connected to m objects -Focus on missing number problems, including shapes that represent numbers in a calculation I See Reasoning Y3	Measurement: Length and Perimeter Measure the perimeter of simple 2-D shapes Power Maths NRich: Olympic Starters, Car Journey, Oh! Harry	
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Foundation Subjects (Blocked) - History - Geography - RE - PSHE - Art - DT	Geography Fieldwork and Map Skills <u>National Curriculum:</u> Human and physical geography - describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - use the eight points of a compass (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies <u>Cusp outcomes:</u> - What are the 8 points on the compass?		PSHE Being Responsible Stealing understand the differences between borrowing and stealing be able to describe how you might feel if something of yours is borrowed and not returned know why it is wrong to steal be able to understand the differences between being responsible and irresponsible Summative Topic During the summative topic, children will revisit the baseline module quiz, and additional activities, to summarise their learning for this module. These activities will support teachers in recognising any remaining gaps in knowledge. Teaching	ART <u>Block A – Year 3 – Drawing & Painting</u> Invent marks and repeat for effect Combine drawing and resist Mix colours and combine shapes and marks Respond imaginatively to a story or poem about an invented creature Know: There are lines and patterns in natural objects A range of effects can be made with paint Be able to: Identify lines and patterns in nature (rocks and fossils) Use a range of specific painting techniques https://vimeo.com/559420601/700a1608cf <u>Block A – Year 4 – Drawing</u> Explore materials and the effect of combining one medium with another Explicit teaching of techniques – using a viewfinder to observe and draw parts of natural objects Applying knowledge, skills and techniques		<u>L2.1 What do different people believe about God?</u> - Describe some of the ways in which Christians Hindus and/or Muslims describe God - Ask questions and suggest some of their own responses to ideas about God - Suggest why having a faith or belief in something can be hard - Identify how and say why it makes a difference in people’s lives to believe in God. <u>L2.2 Why is the bible so important for Christians today?</u> - Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation - Give examples of how and suggest reasons why Christians use the Bible today - Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression - Discuss their own and others’ ideas about why humans do bad things and how people try to put things right.	

	○ Know that North is an important cardinal point on a compass – all OS maps displayed facing North. ○ Use 8 points of a compass to locate human and physical features in the locality. ● Where are the physical and human features located in this place? ○ Know how a compass helps explain the location of human and physical features in this place. ● DESIRABLE What physical features can you identify in the U.K? ○ Identify and compare physical features of the U.K. ○ Use digital mapping software and satellite images to compare terrain. ○ Contrast localities, such as East Anglia and Cumbria.	staff may wish to revisit topics, extension activities or additional topic links which feature in the teacher notes. Keeping/Staying Healthy Medicine know, understand, and be able to practise simple safety rules about medicine understand when it is safe to take medicine know who we can accept medicine from understand the differences between healthy and unhealthy choices Summative Topic Children will revisit the baseline module quiz, and additional activities, to summarise their learning for this module. These activities will support teachers in recognising any remaining gaps in knowledge. Teaching staff may wish to revisit topics, extension activities or additional topic links which feature in the teacher notes.	Know: What is meant by still life How to use a viewfinder to create a focal point or an area of interest How to identify details Be able to: Assemble objects to create an interesting composition Use a viewfinder Use fine control to add detail https://vimeo.com/559441688/d616185979	
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Vocabulary	Tier 2 compass direction north east south west north-east south-east north-west south-west Tier 3 cardinal intercardinal		Stealing Borrowing Stealing Consequence Irresponsible Responsible Medicine Medicine Allergies Vaccination Antibodies Research Immune System Doctor	hue repetition resist tonking sgraffito impasto composition focal point form viewfinder contour line negative space	Religion, spiritual, commitment, values, prayer, pilgrim, pilgrimage, ritual, symbol, community, worship, devotion, belief, life after death, destiny, soul, inspiration, role-model. Christian, Christmas, Easter, Pentecost, Harvest Festival, Messiah, liturgy, church, Gospel, Jesus, Holy Spirit, God the Creator, Trinity, Heaven Humanist, Golden Rule, non-religious, spiritual but not religious, atheist		
Computing	Junior Jam						
Music	Junior Jam						
Singing	https://www.singup.org/singing-schools/quick-sings https://www.singup.org/song-bank/sing-up-playlists/singing-schools#c867 T:\2. Curriculum Leadership\Singing						
Spanish	Junior Jam						
PE	<u>Invasion Games – Football/Tag Rugby/Netball</u> - Recognise when you need to defend - Employ tactics to put pressure opponents - Being aware and able to undertake the demands different positions to support both attack defence - Send and receive a ball with some consistency to keep possession - Sometimes move into space to receive the ball - Use recognised passes in isolation e.g. chest pass for netball or kicking with the inside of the foot for football - Play using basic rules of recognised game e.g. hockey or football - Shoot at a goal using appropriate skills e.g. slap shot in hockey or set shot in basketball - Work as part of a team to attack towards a goal Control, use space, defend, attack, dribble, pass, tactics, compete, collaborate, teamwork, score, shoot, intercept, foot, inside of the foot, touch, possession. Space, pass, accurately, mark, dodge, footwork, possession, change of direction, tactics, zones, sidestep, send, tag, release, safe, passing back, feint, shooting, zones						
PSHE Weekly Reflection (Scheme Blocked)	Respect yourself – It’s good to be me	Remembrance – Celebrating Peace	National Anti Bullying Week. Thomas Buxton is a bully free zone	Respect each other – honesty is the best policy	Respect yourself –Peer Pressure, do it your way	Respect each other - Do as you would be done by. How should we treat others?	Goodbye 2025- Another year older! Wiser!
P4C Skills	Make links to real life outside of own experiences. Explore different types of questions.						
P4C Enquiries		PSHE Anti-Bullying		Curriculum		RE	