



Year 3 - Autumn 2

	Week 1 INSET	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8 Gaps
Themed Events/Trips			Anti-bullying Week	World Children's Day				World Arabic Language Day
English Reading	Hansel & Gretel Develop positive attitudes to reading by listening to and discussing a wide range of fiction / Identify themes and conventions / Discuss words and phrases that capture readers' interest and imagination / Predicting what might happen from details stated and implied/ Draw inferences and justify inferences with evidence.	Way Home Read and discuss a wide range of fiction Read books that are structured in different ways / Identify and discuss themes and conventions / Discuss understanding and explore meaning of words in context / Draw inferences such as inferring characters' feelings, thoughts and motives from their actions / justifying inferences with evidence	Way Home Read and discuss a wide range of fiction Read books that are structured in different ways / Identify and discuss themes and conventions / Discuss understanding and explore meaning of words in context / Draw inferences such as inferring characters' feelings, thoughts and motives from their actions / justifying inferences with evidence	Way Home Identifying how language, structure and presentation contribute to meaning ▪ Discuss and evaluate how authors use language ▪ Participate in discussions about books, building on their own and others' ideas and challenging views ▪ Explain and discuss their understanding of what they have read.	Way Home Identifying how language, structure and presentation contribute to meaning ▪ Discuss and evaluate how authors use language ▪ Participate in discussions about books, building on their own and others' ideas and challenging views ▪ Explain and discuss their understanding of what they have read.	Non-Fiction Homelessness	Non-Fiction: Homelessness	
English Writing	Hansel & Gretel Analyse a piece of descriptive writing / Model Piece of writing	Way Home Explore key themes and ideas	Way Home Look at features of first-person narratives	Way Home Plan & write a retelling of the story from the perspective of the cat	Way home Improve & Publish retelling of the story from the perspective of the cat	Non-Fiction Text Research information on homelessness / Look at WMG news blog	Non-Fiction Text Plan & Write news blog on homelessness	Assessment Week
Writing outcomes	Recount of Journey Plan writing by discussing writing similar to that which they	Retelling of story from the perspective of the cat	Retelling of story from the perspective of the cat	Retelling of story from the perspective of the cat	Retelling of story from the perspective of the cat	Newspaper report/blog	Newspaper report/blog	Assessment Week

	are planning to write, learning from its structure, vocabulary and grammar / Plan writing by discussing and recording ideas / Draft and write by organising paragraphs around a theme / Write for different purposes including about fictional personal experiences / Assess the effectiveness of their own and others' writing and suggest improvements. through the forest	Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form / Note and develop initial ideas, drawing on reading / Draft and write by selecting appropriate grammar and vocabulary / In narratives, describe settings, characters and atmosphere, integrate dialogue to convey character and advance action.	Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form / Note and develop initial ideas, drawing on reading / Draft and write by selecting appropriate grammar and vocabulary / In narratives, describe settings, characters and atmosphere, integrate dialogue to convey character and advance action.	Use a range of devices to build cohesion within and across paragraphs / Evaluate and edit by proposing changes to vocabulary, grammar and punctuation / Proof-read for spelling and punctuation errors / Perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear.	Use a range of devices to build cohesion within and across paragraphs / Evaluate and edit by proposing changes to vocabulary, grammar and punctuation / Proof-read for spelling and punctuation errors / Perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear.			
Deen	Topic: Manners of using the toilet L.O: To identify the manners of the toilet and the importance.	Topic: Cleanliness L.O: To explore the importance of cleanliness for a Muslim	Topic: Cleanliness L.O: To explore the importance of cleanliness for a Muslim	Topic: Why Muslims perform Salah? L.O: To explore why Muslims pray and the number of Raka'ahs in each prayer	Topic: Daily Salah: Theory L.O: To explore the various positions of Salah and how to perform them correctly	Topic: Daily Salah: Theory L.O: To explore the various duas of Salah and how to recite them correctly	Topic: Review of Salah L.O: To review the topic of Salah	Topic: Assessment Week
RE	Why is pilgrimage important in some religious traditions? LO: To appreciate the symbolic connections	Why is pilgrimage important in some religious traditions? LO: To understand the rites of Hajj.	Why is pilgrimage important in some religious traditions? LO: write a diary as a pilgrim to Hajj.	How do sacred scriptures inform religious beliefs? LO: To appreciate the special importance	How do sacred scriptures inform religious beliefs? LO: To recognise the role of sacred scriptures in shaping forms of	How do sacred scriptures inform religious beliefs? LO: To recognise that sacred scriptures are used within both	How do sacred scriptures inform religious beliefs? LO: To recognise that sacred scriptures are highly esteemed	

	between physical pilgrimage journeys and the human religious quest.			that is attached to sacred scriptures within religious traditions.	religious behaviour and action.	personal devotions (such as daily prayer) and in collective worship.	or venerated in many religious traditions.	
PSHE	<p>Topic: Families</p> <p>LO: I understand that everybody's family is different and important to them.</p> <p>I appreciate my family/the people who care for me</p>	<p>Topic: Family conflict</p> <p>LO: I understand that differences and conflicts sometimes happen among family members.</p> <p>I know how to calm myself down and can use the 'Solve it together' technique</p>	<p>Topic: Witness and feelings</p> <p>LO: I know what it means to be a witness to bullying.</p> <p>I know some ways of helping to make someone who is bullied feel better</p>	<p>Topic: Witness and solutions</p> <p>LO: I know that witnesses can make the situation better or worse by what they do.</p> <p>I can problem-solve a bullying situation with others</p>	<p>Topic: Words that harm</p> <p>LO: I recognise that some words are used in hurtful ways.</p> <p>I try hard not to use hurtful words (e.g. gay, fat)</p>	<p>Topic: Celebrating difference: compliments</p> <p>LO: I can tell you about a time when my words affected someone's feelings and what the consequences were.</p> <p>I can give and receive compliments and know how this feels.</p>	Consolidation GAPS	Consolidation GAPS
Maths	<p>Number: Addition and Subtraction To add two numbers (across 10) To add two numbers (across 100) To subtract two numbers (across 10) To subtract two numbers (across 100)</p>	<p>Number: Addition and Subtraction To add 2-digit and 3-digit numbers To subtract a 2-digit number from a 3-digit number Complements to 100 To estimate answers</p>	<p>Number: Addition and Subtraction To use inverse operations To make decisions End of Block assessment Consolidation GAPS</p>	<p>Number: Multiplication and Division A To understand equal groups To use arrays Multiples of 2 Multiples of 5 and 10</p>	<p>Number: Multiplication and Division A To share and group To multiply by 3 To divide by 3 The 3 times tables</p>	<p>Number: Multiplication and Division A To multiply by 4 To divide by 4 The 4 times table To multiply by 8</p>	<p>Number: Multiplication and Division A To divide by 8 The 8 times table The 2,4- and 8-times table End of Block Assessment</p>	Consolidation GAPS
Science	<p>Rocks</p> <p>L.O: What is a rock and how can they be grouped?</p>	<p>Rocks</p> <p>L.O: What is a rock and how can they be grouped?</p>	<p>Rocks</p> <p>L.O: How were rocks formed?</p>	<p>Rocks</p> <p>L.O: Why are different rocks suited for different purposes?</p>	<p>Rocks</p> <p>L.O: Why are different rocks suited for different purposes?</p>	<p>Rocks</p> <p>L.O: How are fossils made?</p>	<p>Rocks</p> <p>L.O: What is soil and how is it made?</p>	Assessment

Computing	iSafe L.O: To understand potential consequences of sharing without consent	iSimulate L.O: To understand that computer simulations can represent real or imaginary situations	iSimulate L.O: To understand that computer simulations are guided by rules	iSimulate L.O: To explore the effect of changing variables in a simulation using them to make and test predictions	iSimulate L.O: To understand that simulations help us understand difficult concepts	iSimulate L.O: To design and produce a computer simulation or adventure game		
History	o li Would you prefer to live in the stone age, bronze age or iron age? LO: How long ago did prehistoric	Would you prefer to live in the stone age, bronze age or iron age? LO: What does Skara Brae tell us about life in the stone age?	Would you prefer to live in the stone age, bronze age or iron age? LO: Who was the Amesbury Archer?	Would you prefer to live in the stone age, bronze age or iron age? LO: How did Bronze change life in the stone age?	Would you prefer to live in the stone age, bronze age or iron age? LO: How did trade change the iron age?	Would you prefer to live in the stone age, bronze age or iron age? LO: What changed between the stone age and the iron age?	Would you prefer to live in the stone age, bronze age or iron age? Assessment	Consolidation GAPs
Art/DT								
Music	Unity, Black history, diversity and Tolerance, Friendship and compassion Musical Focus Exploring Sounds Singing using Dynamics	Unity, Black history, diversity and Tolerance Musical Focus Exploring Sounds Singing using Dynamics	Anti-bullying, Unity, Black history, diversity and Tolerance Musical Focus Composition	Unity, Black history, diversity and Tolerance Musical Focus Composition	Unity, Black history, diversity and Tolerance Musical Focus Exploring Pitch and dynamic	Unity, Black history, diversity and Tolerance Musical Focus Exploring pitch and dynamic	Unity, Black history, diversity and Tolerance Musical focus Performances	Unity, Black history, diversity and Tolerance Musical Focus Performances
PE	Topic: Ball skills L.O: To be aware of others when playing games. To choose the correct skills to meet a challenge.	Topic: Ball skills L.O: To perform a range of actions, maintaining control of the ball. To perform a range of catching and gathering skills with control.	Topic: Ball skills L.O: To master the basic catching technique. To catch with increasing control and accuracy.	Topic: Ball skills L.O: To master the basic throwing technique. To throw and hit a ball in different ways	Topic: Ball skills L.O: To apply skills and tactics in small-sided games. To identify and follow the rules of games.	Topic: Ball skills L.O: To choose and use simple tactics to suit different situations. To react to situations in ways that make it difficult for opponents to win.	Topic: Assessment Week	Consolidation GAPs

Arabic	Useful phrases Greet others Respond politely Question Words and Tanween	Numbers 11-20 Count from 11 to 20 Write the numbers in words Question Words and Tanween	I like to play Describe when and how you like to play what do you like to play Question Words and Tanween	In the playground Describe what you do at breaktime Question Words and Tanween	Name some Hobbies in Arabic Talk about hobbies Question Words and Tanween	Pets Names of pets Talking about one's pet Question Words and Tanween	Revision and assessment	Consolidation GAPS
Quran	Memorisation Al-Balad 1-5 Revision Ash-Sharh Al-Layl At-Tin Reading Al-Qaida book	Memorisation Al-Balad 5-10 Revision Ash-Sharh Al-Layl At-Tin Al-Alaq Reading Al-Qaida book	Memorisation Al-Balad 10-15 Revision Ash-Sharh Al-Layl At-Tin Al-Alaq Reading Al-Qaida book	Memorisation Al-Balad 15-21 Revision Ash-Sharh At-Tin Al-Alaq Reading Al-Qaida book	Memorisation Al-Balad 1-10 Revision Ash-Sharh At-Tin Al-Alaq Reading Al-Qaida book	Memorisation Al-Balad 10-21 Revision Ash-Sharh At-Tin Al-Alaq Reading Al-Qaida book	Revision and Assessment	Consolidation GAPS