

Year Group:3 Miss Lockyer Autumn 1 2026 Half Term Overview of Key Objectives

Core Value – School core values- Koinonia, Friendship, Courage, Wisdom, Forgiveness and Trust

Half term value – Friendship



Be Ready Be Respectful Be Responsible

Class text: The Wild Robot

	<u>Week 1</u> 3 days	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>	<u>Week 7</u>	<u>Week 8</u>
English	Descriptive Writing through film: The Black Hat - I can identify and discuss examples of poetic language used in The Black Hat. - I can select vocabulary to	Descriptive Writing through film: The Black Hat - I can use adjectives to describe a setting. - I can use adverbials to explain how an action is done and show the feelings - I can use similes and	Descriptive Writing through film: The Black Hat - I can spot features of a descriptive paragraph and plan my own - I can design my own creature and describe its appearance and	Descriptive Writing through film: The Black Hat - I can edit and improve my writing by choosing stronger words and improving punctuation. - I can publish my final piece and	Non-Chronological report: Marshmallows - I can identify and explain the features of a non-chronological report. - I can understand what subheadings are and sort factual information into	Non-Chronological report: Marshmallows - I can write my own non-chronological report about a Mallodile at length. - I can collect factual information and use it to complete a short guided	Non-Chronological report: Marshmallows - I can read my work aloud and suggest improvements for myself and others. - I can edit and improve my writing by choosing stronger	Performance Poetry: Michael Rosen - I can create a poem based on 'Do I know you?' - To create and perform our own acrostic poem based on 'Chocolate Cake'

	describe a character.	metaphors to make my description more powerful. I can describe a setting using my senses and prepositional phrases.	movement and plan my description. - I draft my descriptive writing. - I can read my work aloud and suggest improvements for myself and others.	present my writing neatly with an illustration of my creature. Non-Chronological report: Marshmallows - I can understand the difference between fiction and non-fiction. - I can understand technical language and why it is used in non-fictional texts.	their correct paragraphs. - I can use co-ordinating and some subordinating conjunctions to create factual sentences about a creature. - I can retell the main points of the story and plan a non-chronological report.	non-chronological report about pandas. - I can design and describe an original creature using key features to plan information for a non-chronological report. - I can write my own non-chronological report about the creature I created.	words and improving punctuation. - I can publish my final piece and present my writing neatly with an illustration of my creature. Performance Poetry: Michael Rosen - I can understand how imagery is used in poetry.	- To build a bank of ideas to be able to write our own version of 'Don't' by Michael Rosen - To write our own version of 'Don't' by Michael Rosen.
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English- oracy focus	Ask and answer simple questions "What do we know about the boy?"	Forest discussion "What mood is created and how?" "How would you feel in this forest?"	Describing setting and creature to talk partner Partner feedback	Read out work to talk partner- What is good about it? What could be done to improve?	Reasoning behind whether a text is fiction or non-fiction Explaining importance of technical language	Describing original creature to talk partner Partner feedback	Read out work to talk partner- What is good about it? What could be done to improve?	Performance of poetry Read out work to talk partner- What is good about it? What could be improved?
SPAG	Capital letters and full stops. (FRI) Nouns and adjectives	Verbs, powerful verbs & adverbs Prepositional Phrases	Rhetorical questions Paragraphs	Tenses Technical vocabulary	Using headings & subheadings Conjunctions	Pronouns Commas in lists	Commas to mark clauses Frontal adverbials	Sentence types Apostrophes
Spelling focus	SPAG	Week 2 Tested 18/09/26 Root morphemes 'jump' and 'move'	Week 3 Tested 25/09/26 Suffix 'ly'	Week 4 Tested 02/10/26 Root morpheme 'busy'	Week 5 Tested 09/10/26 Suffix 'ward'	Week 6 Tested 16/10/26 Prefixes and suffixes 'possess'	Week 7 Tested 23/10/26 Plurals 's', 'es' and 'ies'	No spellings over half term.
English Reading- SS		To be able to respond to true or false statements and give a reason why	To look at how information is organised using subheadings	To order main events of the story	To choose favourite words from a text	To activate prior knowledge by mind mapping what we already know about a subject	To identify unfamiliar words and discuss possible meanings	To identify unfamiliar words and discuss possible meanings

Maths	Place Value • Represent numbers to 100 • Partition numbers to 100 • Use a number line to 100	Place Value • To learn values of 100 • Represent numbers to 1000 • Partition numbers to 1000 • Flexible partitions up to 1000 • Learn about place value (HTO)	Place Value • Find 1, 10 or 100 more or less • Number line up to 1000 • Estimate on 1000 number line • Compare numbers up to 1000 • Order numbers up to 1000	Addition and Subtraction • Apply number bonds within 10 • Add and subtract 1s • Add and subtract 10s • Add and subtract 100s • Make connections	Addition and Subtraction • Add 1s across a 10 • Add 10s across a 100 • Subtract 1s across a 10 • Subtract 10s across a 100 • Make connections	Addition and Subtraction • Add two numbers (no exchange) • Subtract two numbers (no exchange) • Add two numbers across a 10 • Add two numbers across a 100 • Subtract two numbers across a 10	Addition and Subtraction • Subtract two numbers across a 100 • Add 2-digit and 3-digit numbers • Subtract a 2-digit number from a 3-digit number • Complements to 100	Addition and Subtraction • Estimate answers • Inverse operations • Making decisions
Maths meetings	Times tables Tough Ten	Times tables Tough Ten	Times tables Tough Ten	Times tables Tough Ten	Times tables Tough Ten	Times tables Tough Ten	Times tables Tough Ten	Times tables Tough Ten
Science		Rocks, Soils and Fossils Types of Rocks	Rocks, Soils and Fossils Grouping Rocks	Rocks, Soils and Fossils Fantastic Fossils	Rocks, Soils and Fossils Mary Anning	Rocks, Soils and Fossils Soil Formation	Rocks, Soils and Fossils Soil permeability	Assessment

History	Geography this half term							
Geography	Mapping Skills Exploring the world map	Mapping Skills Countries and Cities	Mapping Skills Rivers and Seas	Mapping Skills Around the Counties	Mapping Skills Hills and Mountains	Mapping Skills How London grew	Mapping Skills Our changing Nation	Review and consolidate
Computing		Online Safety	Online Safety	Touch typing	Touch Typing	Touch Typing	Cross curricular English (panda research)	Touch Typing
PSCHE		No Outsiders	No Outsiders	SEAL-New Beginnings	SEAL-New Beginnings	1Decision Staying Safe	1Decision Staying Safe	1Decision Staying Safe
PE		Fundamental Skills To develop balance and apply it to other fundamental movement skills.	Fundamental Skills To understand how the body moves differently at different speeds.	Fundamental Skills To develop technique when changing speed.	Fundamental Skills To develop agility using a change of speed and direction.	Fundamental Skills To develop technique and control when jumping, hopping and landing.	Fundamental Skills To apply fundamental skills to a variety of games.	Put skills together into fitness test
PE	Ball Skills To develop dribbling skills with hands and feet.	Ball Skills To develop tracking and catching skills.	Ball Skills To develop tracking and throwing skills.	Ball Skills To develop tracking and kicking skills	Ball Skills To track a ball that is not sent directly to me.	Ball Skills To apply sending and receiving skills in games.	Ball Skills To apply sending and receiving skills in games.	Put skills together into fitness test
RE- SS		3.1 'Called by God'	3.1 'Called by God'	3.1 'Called by God'	3.1 'Called by God'	Harvest 3.6	Harvest 3.6	Harvest 3.6

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