Year group: 3		Term: Autumn 2
Subject	**Strand**	**Unit of work title / Overview**
English	*Reading*	Continue to develop fluency including accuracy, automaticity and prosody. Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Retrieve information from a text, identify main ideas and draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
	Writing	Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions. Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. Create and develop settings for narrative. Create and develop characters for narrative. Key texts: Dragon Flower by Chen Jiang Hong
	Spelling	Prefixes 'mis-' and 're-', /ɪ/ sound spelt 'y' (gym, myth, pyramid, mystery, cygnet, Egypt), Words ending in the /g/ sound spelt '-gue' (fatigue, catalogue) and the /k/ sound spelt '-que' (antique, unique)
	Grammar	Noun phrases to describe and specify, co-ordination and subordinating conjunctions, use past tense correctly and consistently, use adverbs to add detail. Identify, select, generate and effectively use prepositions for where e.g. *above, below, beneath, within, outside, beyond.* Fronted adverbials to start sentences e.g. *suddenly, silently, soon, next, eventually.* Explore, identify and create complex sentences using a range of conjunctions e.g. *when, if because, although, while, since, until, before, after, so.*
	Punctuation	Correctly demarcate sentences (statement, command, exclamation and questions). Capital letters, full stops, question marks, exclamation marks, apostrophe for possession and contractions, commas in a list.
Maths	*Mental calculations Written calculations*	Addition and subtraction: add and subtract 100s, add and subtract two numbers (across a 10), add 2-digit and 3-digit numbers, subtract a 2-digit number from a 3-digit number, inverse operations. Multiplication and division: Use arrays, multiples of 2, 5 and 10, Sharing and grouping, multiply by 3, divide by 3, the 3 times-table, multiply by 4, divide by 4, the 4 times-table, multiply by 8, divide by 8, the 8 times-tables.
Science	*Working scientifically*	Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions, asking relevant questions and using different types of scientific enquiries to answer them, reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Identifying differences, similarities or changes related to simple scientific ideas and processes
	Units of work	Animals, including humans: we need a balance of different nutrients in our diet to keep the body healthy and different foods contain different types of nutrients, the human skeleton allows our body to move, provide support and protection, bones and muscles in the human body work together to allow the body to move.
Spanish	*Units of work*	Los animales; animals. Learning the vocabulary for 10 animals, using un/una, saying which animal using 'soy - I am'.
History	*Units of work*	What was more impressive – The Bronze Age or Iron Age? Explore and understand the difference Bronze made, explore how the Amesbury Archer discovery helped us know more about the Bronze Age, explore the developments within Iron Age, compare life in the Bronze Age and Iron Age. Knowledge showcase: What was more impressive, the Bronze Age or the Iron Age?
Art	*Units of work*	Drawing. Genre: Draw from first-hand observations and secondary sources. Artist: Leonardo Da Vinci Techniques: exploring hatching and cross-hatching to show tone and texture, draw difference forms and shapes, identifying shadow and light, blend tones accurately to create soft gradients, explore different grades of pencils and charcoal, creating tone and texture.
Music	*Units of work*	Ukulele with Mr. Row (Artforms)
RE	*Units of work*	How do festivals and worship show what matters to a Muslim?
Computing	*Units of work*	E-safety: describe why someone online may be different to someone offline, explain how feeling can be hurt by online content, importance of consent before sharing information online, describe appropriate ways to behave online, understand how bullying could appear online and how to get support. Theory – Computer Networks: Know that a digital device is a piece of physical equipment that uses digital data. Digital devices can create, generate, send, share, communicate, receive, store, display or process information, A typical digital computer system has four basic functional elements: (1) input-output equipment, (2) main memory, (3) control unit, and (4) arithmetic-logic unit.
PE	*Units of work*	Hockey: Close control, passing, pivoting.
PSHE	*Units of work*	Health and Wellbeing: What keeps us safe? I know that hazards (including fire risks) may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe. How to keep myself safe in everyday situations, I know that in an emergency I must call 999. I know I must select the right emergency service and I must give the emergency services my name, location of the incident, information on the people / person involved. I know some basic first aid.