Year group: 3		Term: Autumn 1
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	The Boy, the Troll and the Chalk by Anne Booth. Read and analyse narratives in order to plan and write their own versions. Generate and select from vocabulary banks.
	Spelling	Suffixes including –s, -es, -er, -ed and –ing. Prefix un- and dis-. Apostrophe for contractions. Words with the /eɪ/ sound spelt 'ei' (vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they). Homophones including brake/break, grate/great, eight/ate, weight/wait, son/sun. Common exception words.
	Grammar	Noun phrases to describe and specify, co-ordination and subordinating conjunctions, use past tense correctly and consistently, use adverbs to add detail.
	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 Units of work*	Place value: Represent number to 1000. Partition and flexibly partition of numbers to 1,000. Find 1, 10 or 100 more or less of numbers within 1000. Compare and order numbers to 1,000. Number lines to 1,000. Count in 50s. 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.
Science	*Working scientifically*	Comparative and fair testing, pattern seeking, research using secondary sources.
	Units of work	Rocks and soil: sorting and grouping different rocks based on their appearances and making observations about their properties. Understanding how rocks and fossils are formed. Explain what soil is made of, comparing different soils and investigating their water retention.
Spanish	*Units of work*	Aprendo Español (I am learning Spanish): Use key greetings, ask and answer the questions 'How are you?' in Spanish, ask and answer the question 'What is your name?' in Spanish, count to 10 in Spanish, read, write, say and recognise 10 colours in Spanish.
History	*Units of work*	The Stone Age: To understand that pre-history means before information was written down. That the Stone Age gets its name from the flint used to make weapons and tools. We will learn about the three periods of the Stone Age; Palaeolithic, Mesolithic, and Neolithic and the changes that occurred throughout them. We will begin to understand how archelogy helps us found out about how people lived in the past.
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*	Sing Up: I've been to Harlem Compose an ostinato using a five-note scale called a pentatonic scale, sing a call-and-response song in groups, sing long notes confidently, play accompaniments to a song using rhythm and pitch, identify where notes in a melody go down and up.
RE	*Units of work*	How do festivals and family life show what matters to Jewish people?
Computing	*Units of work*	E-Safety: describe simple strategies for password settings, give reasons why you should only share with people you trust, understand how devices can collect and share information with others. Hour of Code: Course C, Part 1. Design, write and debug programs that accomplish specific goals.

PE	*Units of work*	Invasion games: play competitive, modified games and apply basic attacking and defensive tactics, explore roles of attacking and defending in a variety of games, learn difference ways of going around an opponent, begin to understand positioning and use communication and teamwork skills.
PSHE	*Units of work*	What makes a good friend? Identify qualities that constitutes a positive, healthy friendships that support wellbeing. Healthy friendships make people feel included and recognise the important of seeking support if feeling lonely or excluded. Identify strategies to resolve disputes and reconcile differences within friendships.