



## YEAR 3 AUTUMN 2 TERMLY OVERVIEW

|   |  |  |  |   |   |   |   |
|---|--|--|--|---|---|---|---|
|   |  |  |  | Outcome: Use a range of tools and materials to then create a Canopic jar  | Outcome: Children to paint and evaluate their canopic jars.   |   |   |
| <b>Thinking like an historian...</b>  | What was life like in Ancient Egypt?   | How does life compare between Stone Age and Ancient Egypt?                       | Why were tombs and pyramids built?   | What does mummification involve?  | Who was Tutankahmun?  | How did Howard Carter's discovery impact life today?  | Would you prefer to have lived in Ancient Egypt, The Stone Age or Modern day?<br><br>(Double page spread – add to again at end of Spring 1) |
| <b>Thinking like a theologist..</b>   |  |  |  | The meaning of Christmas: What does Christmas mean to you and does Christmas mean the same to everyone, everywhere?<br><br>Outcome: To understand that Christmas can have a different meaning for different people, and that for Christians it is a time to celebrate the birth of Jesus. | The meaning of Christmas: What does Christmas mean to Christians and what happens in the nativity story?<br><br>Outcome: To listen to and understand the significance of the Nativity story for Christians. | How do Christians celebrate Christmas? Why is the giving of gifts significant to Christians? Was Jesus a gift from God? If you could give a gift to the world what would you give?<br><br>Outcome: To begin to understand that Christians believe that Jesus was a gift from God and that Jesus was God on earth. To begin to understand the ways in which Christians in England celebrate Christmas. |   |
| <b>Thinking like a geographer</b>   | Where is Egypt?<br><br>Outcome: to use maps, atlases and globe to locate Egypt   |  |  |   |   |   |   |
| <b>PHSE Relationship, respect, disagreement diversity, multiculturalism and community</b> | How can we be respectful towards others and create respectful, welcoming spaces? | How can we disagree with someone in a respectful way, both in person and online? | How can we recognise hurtful behaviour and bullying, both in person and online? What impact does hurtful behaviour have on others? What should we do if we notice hurtful behaviour? | What does respectful behaviour look like and why is it important to be respectful to others?  | What do we mean by difference, diversity and multiculturalism? What does it feel like to be connected to somewhere?   | How diverse and multicultural is Newbury?   |   |
| <b>Thinking like a musician...</b>  | Finish this – creating a captivating hook  | Finish this – imagine this-musical vocabulary                                    | Finish this – Interpret this – graphic scores  | Finish this – create this – practical group work  | Finish this – rehearse this - rehearsals  | Finish this – record this   |   |
| <b>PE</b>   | Gymnastics   | Hockey<br><br>Gymnastics   | Gymnastics   | Hockey<br><br>Gymnastics  | Gymnastics  | Hockey<br><br>Gymnastics  | Gymnastics  |

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|---|--|---|--|--|---|---|--|
| <b>Maths</b>                                    | <b>Addition and Subtraction</b><br>To subtract 2 numbers no exchange<br>To add 2 numbers across a 10<br>To add 2 numbers across a 100          | <b>Addition and Subtraction</b><br>To subtract 2 numbers (across 10)<br>To subtract 2 numbers (across 100)<br>To add and subtract 100s. | <b>Addition and Subtraction</b><br>To add 2-digit and 3-digit numbers<br>To subtract a 2-digit number from a 3-digit number<br>To identify complements to 100. | <b>Addition and Subtraction</b><br>Estimate the answer to a problem.<br>Exploring the link between addition and subtraction and to be able to use inverse operations to check answers. | <b>Addition and Subtraction</b><br>To make decisions about what operation and what method is appropriate to solve a problem.<br><b>Multiplication and Division</b><br>What are equal groups?<br>Can you use an array? | <b>Multiplication and Division</b><br>Multiples of 2<br>Multiples of 5 and 10<br>Sharing and grouping   | <b>Multiplication and Division</b><br>Sharing and grouping<br>Multiply by 3<br>Multiply by 3 |
| <b>Guided Reading</b>                           | Sheep Pig Ch8  | Sheep Pig Ch9-10  | Sheep Pig Ch11-12  | The Iron Man Ch1   | The Iron Man Ch2  | The Iron Man Ch3  | The Iron Man Ch4-5   |
| <b>Spelling</b>                                 | Revise last term's chosen statutory words library, woman, women, island, group<br>Revise Homophones<br>Revise Year 2 prefixes and suffixes     | Teach and practise the prefixes 'mis-' and 're-'  | Apply knowledge of the prefixes 'mis-' and 're-'<br>Use the strategy LSCWC to learn the statutory words learn, answer, heard, enough, appear                   | Practise the statutory words – learn, answer, heard, enough, appear<br>Teach and apply the /i/ sound spelt 'y' (eg: gym, myth, pyramid, mystery, cygnet, Egypt)                        | Teach and practise proof reading  | Learn strategies for learning words: words from statutory and personal spelling lists, focusing on address, arrive, surprise<br>Teach words ending with the /g/ sound spelt '-gue' and the /k/ sound spelt '-que' (French in origin) (eg: fatigue, catalogue, antique and unique) | Class Teachers to use assessment to reteach spellings not embedded.                          |
| <b>Class Read</b>                               | <ul style="list-style-type: none"> <li>The Twits next door, Greg James &amp; Chris Smith</li> <li>The boy with the Bronze Axe (Oak)</li> </ul> |   |  |  |   |   |  |
| <b>Outdoor Learning opportunities and trips</b> | Tues – Forest School   |   | Tues – Forest School   | Wed – Butser Farm trip   | Tues – Forest School  | Y3 CHICKEN ROTA   | Tues – Forest School   |