## YEAR 3 AUTUMN 2 TERMLY OVERVIEW

Movers and Shakers — OVERVIEW (leadership inc monarchy and conflict)									
Imagine if we discovered an unexplored tomb									
WEEK	ONE 04/11/24 Tues – Forest School Fri - Mufti Day	TWO 11/11/24	THREE 18/11/24 Tues – Forest School	FOUR 25/11/24 Wed – Butser Farm trip Thurs – Open Afternoon Fri – Mufti day Sat – Xmas Fair	FIVE 02/12/24 Tues – Forest School Wed – School Carol Concert Fri – SAPs and GAPS deadline for being reviewed and signed	SIX 09/12/24 Y3 CHICKEN ROTA Wed – Xmas lunch and Xmas jumper day	SEVEN 16/12/24 4 days Tues – Forest School Tidy an Opal zone? SAPs being sent out by the Office		
Thinking like an author	What predictions can I draw from the front cover? What does the author tell us about the main character? How do the images help us picture the setting? How does the author capture the readers attention?	What is a paragraph and what is its key purpose? Can I identify the key purpose of the paragraphs in my own book? Can I plan the beginning of a story of using paragraphs? Can I compose the beginning paragraphs of a story?	How can I improve my piece of work by proof reading/ editing? Can I write my own middle and ending to an Ancient Egyptian based story?	How can we share Howard Carter's discovery of the tomb? How can we describe what Howard Carter found in the tomb? How can we find more information about Carter's discovery? How can we record information that somebody has said?	Can I put the story of Carter's discovery of the tomb into chronological order? What are news reports for, how are they written and structured? What information is included in the opening of a news report? How do we include a quote in a news report?	What will I incude in my news report? Can I write a news report? How can I improve my piece of work by proof reading/ editing?  Outcome: Proof read their own and others work to check for errors with	What piece of work would I like to go in my best book?		
	Outcome:familiarity with the beginning of a story, the author's use of language and imagery to engage the reader	Outcome: recognise and use paragraphs	Outcome: an editied piece of writing; a continuation of a story (middle and ending)	Outcome: use inverted commas in direct speech, select effective adjectives,	Outcome: features of a newspaper report,	increased accuracy, and make improvements. CUPs and ARMs. Create a piece of work ready for publishing.	Outcome: handwriting, presentation, best book.		
Thinking like a scientist	What is the importance of a healtyh diet? What does a healthy diet consist of? What are the benefits of the food groups we consume?  Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.  Outcome: to know that there are different food groups and knowing how to balance their diet and that different animals require different food groups and adapt to them		Why do animals and humans have a skeleton?  How do skeletons vary between animals?  Identify that humans and some animals have skeletons for support and protection and the diferent types of skeletons. (Science morning)  Outcome: Children know that humans and animals have skeletons to protect their vital organs.	Canonis iars	How does the human skeleton support our body?  Do all animals have the same skeleton?  Identify that humans have skeletons for support and protection. (Science morning)  Outcome: Children know that humans have skeletons and how these move.	How do bones and muscles work together to create movement?  Identify that animals have muscles.  Outcome: To know muscles are connected to the bone and they move when they contract			
Thinking like an artist			Canopic jars How can I use my research to design my own jar? Outcome: Use research to design a Canopic jar	Canopic jars  How can I use tools and materials? Which tools would best suit the purpose?	Canopic jar  Did my design work as planned? Is there anything I would change and why?				

## YEAR 3 AUTUMN 2 TERMLY OVERVIEW

Thinking like an historian	What was life like in Ancient Egypt?	How does life compare between Stone Age and Ancient Egypt?	Why were tombs and pyramids built?	Outcome: Use a range of tools and materials to then create a Canopic jar What does mummification involve?	Outcome: Children to paint and evaluate their canopic jars.  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?  (Double page spread – add to again at end of
Thinking like a theologist				The meaning of Christmas: What does Christmas mean to you and does Christmas mean the same to everyone, everywhere?  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?  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?  Outcome: To begin to understand that Chrisitans bleive that Jesus was a gift from God and that Jesus was God on on earth. To begin to understand the ways in which Christians in England celebrate Christmas.	Spring 1)
Thinking like a geographer	Where is Egypt?  Outcome: to use maps, atlases and globe to locate Egypt						
PHSE Relationship, respect, disagreement diversity, multiculturalism and community	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?	
Thinking like a musician	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	
PE	Gymnastics	Hockey Gymnastics	Gymnastics	Hockey Gymnastics	Gymnastics	Hockey Gymnastics	Gymnastics

## YEAR 3 AUTUMN 2 TERMLY OVERVIEW

Maths	Addition and Subtraction To subtract 2 numbers no exchange To add 2 numbers across a 10 To add 2 numbers across a 100	Addition and Subtraction To subtract 2 numbers (across 10) To subtract 2 numbers (across 100) To add and subtract 100s.	Addition and Subtraction To add 2-digit and 3-digit numbers To subtract a 2-digit number from a 3-digit number To identify complements to 100.	Addition and Subtraction Estimate the answer to a problem. Exploring the link between addition and subtraction and to be able to use inverse operations to check answers.	Addition and Subtraction To make decisions about what operation and what method is appropriate to solve a problem. Multiplication and Division What are equal groups? Can you use an array?	Multiplication and Division Multiples of 2 Multiples of 5 and 10 Sharing and grouping	Multiplication and Division Sharing and grouping Multiply by 3 Multiply by 3	
Guided Reading	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	
Spelling	Revise last term's chosen statutory words library, woman, women, island, group Revise Homophones Revise Year 2 prefixes and suffixes	Teach and practise the prefixes 'mis-' and 're-'	Apply knowledge of the prefixes 'mis-' and 're-' Use the strategy LSCWC to learn the statutory words learn, answer, heard, enough, appear	Practise the statutory words – learn, answer, heard, enough, appear 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 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.	
Class Read	<ul> <li>The Twits next door, Greg James &amp; Chris Smith</li> <li>The boy with the Bronze Axe (Oak)</li> </ul>							
Outdoor Learning opportunitie s and trips	Tues – Forest School		Tues – Forest School	Wed – Butser Farm trip	Tues – Forest School	Y3 CHICKEN ROTA	Tues – Forest School	