

Engage:

Express:

Literacy

Spoken language

Listen and respond appropriately to adults and their peers
Ask relevant questions to extend their understanding and knowledge

Use relevant strategies to build their vocabulary

Articulate and justify answers, arguments and opinions
Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

Reading

Read accurately new words of two or more syllables as children encounter them in books they read

Read further exception words

Listen to and discuss a wide range of fiction, poetry, non-fiction and reference books

Identify recurring themes and elements in different stories

Draw inferences from what they read

Recall and summarise the main ideas from different parts of a text

Writing

Plan their writing discussing and recording ideas

Progressively build a varied and rich vocabulary and an increasing range of sentence structures

Extend the range of sentences using more than one clause using a wider range of conjunctions

Choose nouns or pronouns appropriately within a sentence to avoid repetition or ambiguity

Use and punctuate direct speech

Begin to organise paragraphs around a theme

Spell further homophones

In narrative texts, create characters, setting and plot

Assess the effectiveness of their own and others' writing
Propose changes to own vocabulary and grammar

Mathematics

Please refer to the autumn term Success and Challenge cards for termly objectives

Personal, Social and Emotional Development

PSCHE: What are families like?

Learn how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents)

Learn how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays

Understand how people within families should care for each other and the different ways they demonstrate this

Know how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe

R.E.: The Church, Worship, Festivals and Practices

To know that the Church is: a community of believers from all races and nationalities; expressed in different denominations; a focal point for a community

Learn about commitment through special ceremonies (communion, baptism, marriage, death rites).

Know the variety of buildings used, including their uses, artefacts and symbols

Know how buildings, religious objects and symbols play a part in the worship, rituals and ceremonies of the community

Know that worship can be the expression of thanksgiving and God's forgiveness, prayer, reading the Bible, music, the Eucharist

Learn the Church's Year – in particular Advent, Epiphany and Lent, Holy Week and Easter, and Mothering Sunday

AUTUMN TERM 2

Objectives

Who let the gods out?

Year 3

Languages

The calendar and celebrations

Read and say adjectives of colour.

Recognise and make links with sound spelling links in adjectives of colour.

Respond to several simple classroom commands

Recognise and say the days of the week

Copy and write accurately a day of the week.

Recognise and say most months of the year.

Can attempt to write accurately an important month of the year.

Understanding of the World

HISTORY: Ancient Greece

A study of Greek life and achievements and their influence on the western world

SCIENCE: Forces and Magnets

Compare how things move on different surfaces
Notice that some forces need contact between two objects, but magnetic forces can act at a distance

Observe how magnets attract or repel each other and attract some materials and not others

Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials

Describe magnets as having two poles

Predict whether two magnets will attract or repel each other, depending on which poles are facing.

COMPUTING: Presenting information

Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and context that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

Physical Development

Tag Rugby

Develop ability to run with the ball

Develop ability to match a change of speed, with change of direction

Pass the rugby ball effectively

Expressive Art and Design

Art and Design: Painting

Demonstrate increasing control the types of marks made and

Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.

Use light and dark within painting and begin to explore complementary colours. Mix colour, shades and tones with increasing confidence.

Confidently create different effects and textures with paint according to what they need for the task.

Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.

Explore a range of great artists, architects and designers in history.