

English A Bear Called Paddington

Reading

- Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories.
- Listen to and discuss a range of fiction.
- Introduce and discuss words within the context of a text, linking new meanings to known vocabulary. Explain the meaning of unfamiliar words by using the context. -Use dictionaries to check meanings of words they have read.
- Demonstrate understanding of fiction texts by asking and answering who, what, where, when, why, how questions. Raise questions during the reading process to deepen understanding e.g. I wonder why the character ...
- Sequence and discuss the main events in stories. Sequence and discuss the main events in stories.

Writing

- Secure the use of full stops, capital letters, exclamation marks and question marks.
- Orally rehearse each sentence prior to writing. Use subordination for time using when, before and after. e.g. We went out to play when we had finished our writing. When we had finished our writing, we went out to play.
- Explore, identify and create complex sentences using a range of conjunctions e.g. when, before, after, while, until. Use the comma to separate clauses in complex sentences where the subordinate clause appears first e.g. Before I get dressed in a morning, I have a wash.
- Use past tense for narrative.

History – Victorian England

- Can children recall and explain some of the inventions and social changes from Victorian times?
- Can children place the time studied on a timeline?
- Can children place events from period studied on timeline?
- Can children evaluate the relative importance of the inventions and social changes and justify their opinions?

PE Handball—I will:

- Demonstrate passing a ball using a bounce pass.
- Perform a one-handed bounce pass.
- Move into space after using a pass in a game.
- Use a feint to outwit an opponent and move into space.
- Perform a one-hand pass and/or one-handed bounce pass in a game.
- Apply a simple tactic to outwit a defender.
- Apply simple tactics to outwit a defender in a game.

Art Drawing

- Children will use different drawing media with control and confidence.
- Children will begin to use sketchbooks more effectively to explore media and ideas.
- Children will adapt work following constructive feedback.
- Children will use different drawing media with control and confidence, showing increased knowledge/application of proportion & scale. • Children will use sketchbooks effectively to explore media and ideas. • Children will adapt work.



Class 3
Mrs Griffin
Autumn 1
2025-26



Maths Place Value Addition and Subtraction

Through the mastery approach of White Rose Maths I will be able to:

Year 3:

- Count from 0 in multiples of 4, 8, 50 and 100.
- Count up and down in tenths.
- Read and write numbers up to 1000 in numerals and in words.
- Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).
- Partition numbers in different ways (e.g. $146 = 100 + 40 + 6$ and $146 = 130 + 16$).
- Compare and order numbers up to 100.
- Find 1, 10 or 100 more or less than a given number.
- Round numbers to at least 1000 to the nearest 10 or 100.

Year 4: As above and:

- Identify, represent and estimate numbers using different representations (including the number line).
- Order and compare numbers beyond 1000.
- Find 1, 10, 100 or 1000 more or less than a given number.

PSHE Being My Best

- To know that there are times when they will make the same choices as their friends and times when they will choose differently. To know how to make a clear and efficient call to emergency services if necessary. To know the choices they make for themselves and choices others make for them

What if?

Bringing God into all our learning

What if the Bible were written today?



Diamond 9



Creating Lifelong Learners

Challenge, Collaborative, Courage, Creativity, Flourish,
Independent, Inspirational, Relevant, Unique

Multicultural Links

What are the experiences of others?

What is a refugee? How would they feel?



British Values

Democracy, Individual Liberty, Mutual Respect,
Rule of Law, Tolerance of Different Faiths

RE How and Why Christians Use The Bible—I

will:

- Know how and why Christians read the Bible
- Know that the Bible gives guidance for Christian living and this impacts on believers' lives and communities.
- Know that Muslims and Jews have their own Holy Book
- Know the Bible is used to help answer questions about creation, truth, suffering and death, values for life and ethical issues
- Make links between Bible passages and Christian values, attitudes and beliefs.
- Describe the impact of the content of the Bible on believers' lives.
- Make comparisons between the holy books of at least two world faiths including the Bible
- Describe the impact of the content of the Bible on believers' lives.

Science Animals Including Humans (Y3)

- I can identify how humans and animals use their food for nutrition.
- I know what a vertebrate and an invertebrate are.
- I know that humans and other animals use their skeleton for protection of organs.
- I can identify the food groups.
- I can identify how animals and humans move their skeleton.

Computing Computer Networks—I will:

- Explain the difference between text and images.
- Recognise that text and images can communicate messages clearly.
- Change font style, size, and colours for a given purpose.
- Explain that text can be changed to communicate more clearly.
- Explain what 'page orientation' means.
- Recognise placeholders and say why they are important.

Music – Mamma Mia:

- I can move my body to find the pulse.
- I can talk about the difference between pulse and rhythm.
- I can sing 3 songs off by heart, from memory.
- I can sing as part of a choir.
- I can follow a conductor

French - Le Mode—I

will:

- recognise and say names of clothing in French
- label items of clothing in French
- talk about clothes in simple sentences (ask and answers questions)
- describe people and the clothes they are wearing.