



Year 3 Autumn Planning 2025-26



Subject	Planning	
Religious Education	<p>Creation and Covenant</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • That the Creation stories in Genesis use symbolism to explain the relationship between God, human beings, and the world. • That in the first account of the Creation one day is 'made holy' (Genesis 2:3) • That in the Church teaches that 'Creation is the common work of the Holy Trinity'. • What happens at Mass, making links with scripture, for example, the feeding of the five thousand and Jesus' last supper. <p>Pupils will also:</p> <ul style="list-style-type: none"> • Encounter different literary forms as they study parables and study the Gospel of St Matthew and learn about the signs of God's kingdom in this gospel. • They will be introduced to the mystery of Trinity. <p>Other Faiths Judaism 2nd – 6th October</p>	<p>Prophecy and promise.</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • Sunday is a holy day for Christians and make simple links between the story of Creation (Gen 1:1-2:4) and Sunday as a day of rest. • Give a simple description of how Catholics celebrate the Mass. • Give simple descriptions of some special prayers, signs, and actions performed in church and at Mass using religious language, focusing on the Liturgy of the Word. <p>Pupils will also:</p> <ul style="list-style-type: none"> • Explore how Jesus' birth was foretold by the prophets. • During Advent, prepare and give thanks for God's gift of Jesus. • Compare the two Nativity accounts of St. Matthew and St. Luke
English	<p>Vehicle Text 1: The Iron Man</p> <p>Writing Outcomes</p> <ul style="list-style-type: none"> • Narrative : Approaching threat narrative • Non-fiction outcome : Trap explanation <p>Vehicle Text 2: Fox</p>	<p>Spellings - Reinforce and embed Year 2</p> <ul style="list-style-type: none"> • Adding -es to nouns and verbs ending in -y • Adding -ing, -ed, -er and -est to a root word ending in -y with a consonant before it • Adding the endings -ed, -ing, -er, -est and -y to a root word ending in -e with a consonant before it • Embed Year 2: Adding -ing, -ed, -er and -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter



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	<p>Writing Outcomes</p> <ul style="list-style-type: none"> • Narrative : Fable Narrative • Recount: Information report • <p>Poetry week – verse to be confirmed.</p> <p>Class Readers 'The boy who grew dragons' and 'Charlotte's web'</p>		<ul style="list-style-type: none"> • Introduce: Adding suffixes beginning with vowel letters to words of more than one syllable consonant not doubled e.g. garden becomes – gardening / gardener • Introduce: Adding suffixes beginning with vowel letters (e.g. -ing, -ed, -er) to words of more than one syllable (doubling the consonant) e.g. begin becomes – beginner / beginning • Reinforce Year 2: Suffixes -ment, -ness, -ful, less and -ly
Maths	<p>Daily Practice</p> <ul style="list-style-type: none"> • Retrieval – FB4 • Counting X3 X4 X8 tables revision • Basic skills games 	<p>Place Value</p> <ul style="list-style-type: none"> • Represent and partition numbers to 100 • Number lines to 100 and 1000 • Hundreds, tens and ones • Represent and partition numbers to 1000 • Estimate and order numbers to 1000 • Count in 50s 	<p>Addition and Subtraction</p> <ul style="list-style-type: none"> • Apply number bonds to 10 • Add and subtract 1s, 10s and 100s • Add and subtract two numbers across 10 and 100 • Add and subtract 3 digit numbers • Complements to 100 • Estimate answers • Inverse operations
	<p>Multiplication and Division</p> <ul style="list-style-type: none"> • Equal groups and arrays • Multiples of 2, 5 and 10 • Multiply by 3, 4 and 8 • Divide by 3, 4 and 8 		<p>All maths will have reasoning and problem solving interwoven throughout the children's learning.</p>



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Science	<p>Animals including humans</p> <ul style="list-style-type: none">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 eatIdentify that humans and some other animals have skeletons and muscles for support, protection and movement. <p>Sustainability</p> <ul style="list-style-type: none">What is food waste?How can we reduce food waste? <p>Children will work scientifically by..</p> <ul style="list-style-type: none">Asking relevant questions and using different types of scientific enquiries to answer them.Talking about criteria for grouping, sorting and classifyingRecording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.	<p>Rocks</p> <ul style="list-style-type: none">Compare and group together different kinds of rocks on the basis of their appearance and simple physical propertiesDescribe in simple terms how fossils are formed when things that have lived are trapped within rockRecognise that soils are made from rocks and organic matter <p>Children will work scientifically by..</p> <ul style="list-style-type: none">Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.Talk about criteria for grouping, sorting and classifyingGathering, recording, classifying and presenting data in a variety of ways to help in answering questions.
Computing	<ul style="list-style-type: none">Composing emails The advanced features of Microsoft word. Use these features to compose an email.Introduction to scratch How to program sprites using a range of blocks to add animation, sound and other effects.	
Spanish	<p>Self, family, friends</p> <ul style="list-style-type: none">Name, age, feelings, where you liveBody parts with definite articleColoursNumbers 1-20, in and out of sequenceReading and writing practice of the above,	



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History	<p><i>How did Britain change from the Stone Age to the Iron Age?</i></p> <ul style="list-style-type: none">• When was the Stone Age to Iron Age in British History?• What were some key events in these periods of history?• Was Stone Age man simply a hunter and gatherer, concerned only with survival?• How different was life in the Stone Age when man started to farm?• What can we learn about life at the end of the Stone Age from a study of Skara Brae?• Why is it so difficult to work out why Stonehenge was built?• How much did life really change during the Iron Age and how can we possibly know?	<p>Historical skill development...</p> <ul style="list-style-type: none">▪ Historical enquiry including how evidence is used to make historical claims▪ Developing understanding of historical concepts such continuity and change, similarity and difference, and significance.▪ Use of specialised vocabulary and terminology such as ancient, modern, civilisation, citizens, archaeology, interpretation, bias, evidence
Geography	<ul style="list-style-type: none">• Autumn 2	
Music	<p>Using the three periods of the 'Stone Age' as a stimulus, pupils..</p> <ul style="list-style-type: none">• Learn to read, write and perform from western rhythm notation using 1, ½, 2 and 4 beat notes and the 1 beat rest.• Demonstrate this knowledge by composing and performing rhythm compositions secularly, fluidly and independently as part of a small group performance.	
Art	<p>Hundertwasser</p> <ul style="list-style-type: none">• Line drawing to understand and produce contours.• To paint in the style of Hundertwasser• To experiment with different colours using different materials• To produce a colourful piece of work in the style of Hundertwasser using different colours and shapes• Creating patterns with paint in final piece	
Design Technology	<ul style="list-style-type: none">• Autumn 2	



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PE	Dodgeball <ul style="list-style-type: none">• To develop throwing and apply this to a target• To develop dodging skills to avoid being hit• To develop catching and learn the rules of the skill within this game• To further develop catching and use of rules of the skill within this game• To begin to think tactically and apply this to a game• To apply skills and knowledge to compete in a tournament	Football <ul style="list-style-type: none">• To develop the attacking skill of dribbling• To develop changing direction and speed when dribbling• To develop passing and begin to recognise when to use different skills• To apply attacking skills to move towards a goal• To use defending skills to delay an opponent and gain possession• To apply skills and knowledge to compete in a tournament
PHSE	What I like <ul style="list-style-type: none">• To know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.• To know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.• To understand the importance of self-respect and how this links to their own happiness.• To understand the importance of permission-seeking and giving in relationships with friends, peers and adults.• To know how to ask for advice or help for themselves or others, and to keep trying until they are heard.• To know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	Stereotypes <ul style="list-style-type: none">• To understand what a stereotype is, and how stereotypes can be unfair, negative or destructive.• To learn about stereotypes in the workplace and that a person's career aspirations should not be limited by them.• To understand what a stereotype is, and how stereotypes can be unfair, negative or destructive.• To understand what a stereotype is, and how stereotypes can be unfair, negative or destructive.• To understand the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.• To understand the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.



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RHSE	Social and Emotional To describe and give reasons how friendships make us feel happy and safe. <ul style="list-style-type: none">• How do friendships make us feel happy and secure?• Who could you turn to if you didn't feel safe in a friendship?• What is the difference between a relative, a friend and an acquaintance?• How would you respond to an adult you do not know who makes you feel uncomfortable or unsafe?• What are the qualities, characteristics of a true friend?• Sometimes people behave differently online, even our friends. How can we make sure these friendships are positive and safe?• 7. How can friendships change?
Enrichment weeks	<ul style="list-style-type: none">• Culture Week• Black History Month – Black Resistance• Anti-bullying week – make a noise about bullying• Mental Health day – is a universal human right (Hello Yellow Day)• Remembrance Sunday• The Feast of St. Wilfrid 12th October