

Termly Overview

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| Theme | Fire, Flint & Stone | Year Group | 3 | Term | Autumn | Academic Year | 2025/2026 |
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| | Reading | Writing | Spelling | | Grammar/ Punctuation | Maths | Science | History/ Geography | Art & Design/DT | RE | Music | Computing | PE | | PSHE | |
|--|------------------|--|--|--|---|--|---|--|--|--|--|--------------------------|--|---|---|---|
| | | | Rule | Word List | | | | | | | | | | | | |
| Week 1 w/c 1 st September 2025 | | | | | | | | | | | | | | | First day back | |
| Week 2 w/c 8 th September 2025 | Take one book | Take one book | Words where the digraph 'ou' makes an /ow/ sound | mouth around sprout sound spout | trout ouch found hound proud | Ready to write. Noun Phrases | Number: Place Value 1) Represent numbers to 100 (NPV-2) 2) Partition numbers to 100 (NPV-2) 3) Numbers line to 100 (NPV-3) 4) Hundreds (NPV-1, NPV-2) 5) Represent numbers to 1000 (NPV-2) | Human skeleton pre- assessment | Changes in History. | Take one book – Journey | | | Dance | | PSHE New year | |
| Week 3 w/c 15 th September 2025 | Featherlight | To inform Diary | Words where the digraph 'ou' makes a /u/ sound | touch cousin double enough country | encourage trouble flourish young couple | Ready to write. What is a sentence? | Number: Place Value 6) Partition numbers to 1000 (NPV-2) 7) Flexible partitioning of numbers to 1000 (NPV-2) 8) Hundreds, tens, and ones (NPV-2) 9) Find 1,10 and 100 more or less (NPV-3) 10) Number line to 1000 (NPV-3) | To identify human bones and their functions | To know the three main periods in the Stone Age. | To analyse cubism portraits. | To understand what a Rite of Passage is. | Writing Music down | To find and import files. | Ball Skills To develop dribbling skills with hands and feet. | OAA To develop co- operation and teamwork skills. | To recognise and appropriately respond to external pressures. e.g. false advertising |
| Week 4 w/c 22 nd September 2025 | Featherlight | To inform Diary | Words where 'y' makes an /i/ sound | gym symbol myth synonym Egypt | lyrics pyramid system mystery gymnastics | Ready to write. Different types of sentences | Number: Place Value 11) Estimate on a number line to 1000 (NPV-3) 12) Compare numbers to 1000 (NPV-3) 13) Order numbers to 1000 (NPV-3) 14) Count in 50s (NPV-4) 15) Mini assessment (end of unit assessment) | To identify the different types of animal skeletons | To compare (the key differences between) all three main periods of the Stone Age. | Waddesdon Manor Workshop | To understand that Diwali is a Hindu Rite of Passage. | Writing Music down | To develop my understanding of sequence in programming. | Ball Skills To develop tracking and catching skills. | OAA To develop trust and teamwork | To manage my own behaviours and resist copying poor behaviour. |
| Week 5 w/c 29 th September 2025 Black History Month | Featherlight | To inform Diary | Words ending '-sure' | measure treasure pleasure enclosure pressure | composure leisure exposure closure disclosure | Ready to write. Expanding sentences. | Number: Addition and subtraction 1) Apply number bonds within 10 2) Add and subtract 1s (AS-2) 3) Add and subtract 10s (AS-2) 4) Add and subtract 100s (AS-2) 5) Spot the pattern (AS-2) | To explore different types of skeletons | To examine how archaeology supports our knowledge of the Stone Age (Red Lady of Paviland) | To create a cubist collage inspired by Picasso from magazines. | To explore the story of Rama and Sita. | Writing Music down | To understand what 'inputs' are. | Ball Skills To develop tracking and throwing skills. | OAA To involve all team members to work towards a shared goal | To recognise and respond to challenging and conflicting feelings. |
| Week 6 w/c 6 th October 2025 | Featherlight | To entertain Suspense Narrative | Words ending in '- ture' | picture adventure creature furniture nature | capture future sculpture fracture mixture | Conjunctions What is a clause? | Number: Addition and subtraction 6) Add 1s across a 10 (AS-2) 7) Add 10s across 100 (AS-2) 8) Subtract 1s across a 10 (AS-2) 9) Subtract 10s across 100 (AS-2) 10) Make connections (AS-2) | To understand how our bodies move | To analyse the significance of the Neolithic Revolution | To draw facials features for different angles. | To understand why Diwali is called the festival of light. | Writing Music down | To understand what 'outputs' are. | Ball Skills To develop tracking and kicking skills. | OAA To develop trust whilst listening to others and following instructions. | To be able to recognise and resist pressures that are unsafe or uncomfortable. |
| Week 7 w/c 13 th October 2025 | Featherlight | To entertain Suspense Narrative | Challenge Words (Y3/4 Common Exception Words) | actual bicycle answers circle earth | | Conjunctions Coordinating conjunctions | Number: Addition and subtraction 11) Add two numbers (no exchange) (AS-2) 12) Subtract two numbers (no exchange) (AS-2) 13) Add two numbers (across a 10) (AS-2) 14) Add two numbers (across a 100) (AS-2) | To recognise different food groups | To explore the evolution of prehistoric art. | To create a self -portrait in the style of Picasso | To understand how Diwali is celebrated. | Writing Music down | To develop debugging skills through testing and debugging code. | Ball Skills To track a ball that is not sent directly to me. | OAA To be able to identify objects, draw and follow a simple map. | To understand that my body belongs to me. |
| Week 8 w/c 20 th October 2025 | Featherlight | To entertain Suspense Narrative | Challenge Words (Y3/4 Common Exception Words) | enough fruit island often popular | | Conjunctions Subordinating conjunctions | Number: Addition and subtraction 15) Subtract two numbers (across a 10) (AS-2) 16) Subtract two numbers (across a 100) (AS-2) | To know what a balanced diet looks like | To examine what the Neolithic religion is and the significance | To evaluate a self - portrait in the style of Picasso. | To compare Diwali with another celebration. | Writing Music down | To offer feedback and make suggestions. | Ball Skills To apply sending and receiving skills in games. | OAA To draw a route using directions, orientate a map and | To build resilience and know different ways of asking for help/support. |

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| | | | | | | 17) Add 2-digit and 3-digit numbers (AS-2) 18) Subtract a 2-digit number from a 3-digit number (AS-2) | | of Stonehenge. | | | | | | navigate around a grid. | (Teasing and bullying) | |
| HALF-TERM | | | | | | | | | | | | | | | | |
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| Week 9 w/c 3 rd November 2025 | Iron Man | To entertain Character description | Words with the prefix 're-' | return reappear redo refresh redecorate | revenge review replay reaction rebound | Conjunctions Using conjunctions to express time | Number: Addition and subtraction 19) Complements to 100 (AS-1) 20) Estimate answers (AS-2) 21) Inverse operations (AS-2) 22) Make decisions 23) Mini assessment (end of unit assessment) | To explore animal diets | Ll: To use an 8-point compass | To identify the features of a successful pop-up book | To understand that the Bible is split into the Old and New Testament. | Playing in a band. | To plan for a program. | Gymnastics To be able to create interesting point and patch balances. | Netball To understand the role of an attacker when in possession. | To know how friendship affects our wellbeing |
| Week 10 w/c 10 th November 2025 Anti-bullying week | Iron Man | To entertain Character description | Words with the prefix 'dis-' | disappoint disagree dislike dislocate disadvantage | disappear disapprove dislodge disobey disable | Determiner What is a vowel? | Number: Multiplication and division A 1) Multiplication –equal groups (MD-1) 2) Using arrays (MD-1) 3) Multiples of 2 (MD-1) 4) Multiples of 5 and 10 (MD-1) | To identify and group rocks | To recognise the characteristics of different counties (stay within England) | To explore different mechanisms that could be used in a pop-up book | To compare the Old and New Testament. | Playing in a band. | To explore the 'Try It-Test It-Fix it' concept. | To develop point and patch balances on apparatus. | To develop movement skills to lose a defender. | To recognise qualities of a good friend |
| Week 11 w/c 17 th November 2025 Road Safety Week | Iron Man | To entertain Character description | Words with the prefix 'mis-' | mistake mislead misbehave misspell misplace | misread mistrust misunderstanding mislaid misuse | Determiner What is a consonant? | Assessment/ consolidation week Assessment week or consolidation week. This can also act as a buffer for any units that overran | To test rocks for different properties | To explore the characteristics of different UK counties. (expand to look at Scotland Wales, Ireland) | To conduct market research | To understand why Christians, use the Bible. | Playing in a band. | To apply our coding knowledge through trial and error. | To develop stepping into shape jumps with control. | To understand that scoring goals is an attacking skill and learn how to do this. | To recognise unhealthy friendships |
| Week 12 w/c 24 th November 2025 INSET DAY | The Abominables | To entertain Adventure Narrative | Words where 'ing,' '-er' and 'ed' are added to multisyllabic words | gardening gardener limited limiting developing | developed listening listened covered covering | Determiner The "a" or an? | Number: Multiplication and division A 5) Sharing and grouping (MD-1) 6) Multiply by 3 (MD-1) 7) Divide by 3 (MD-1) 8) The 3 times-table (NF -2) | To understand the effects of weathering on rocks | To investigate major cities of the UK | To design a pop-up book | | Playing in a band. | To apply our coding knowledge through trial and error. | To develop stepping into shape jumps using apparatus. | To understand the role of defender. | |
| Week 13 w/c 1 st December 2025 | The Abominables | To entertain Adventure Narrative | words where 'ing,' '-en' and 'ed' are added to multisyllabic words | forgetting forgotten beginning preferred permitted | regretting committed forbidden propelled equipped | Determiner Recognising Determiners? Assessment | Number: Multiplication and division A 9) Multiply by 4 (MD-1) 10) Divide by 4 (MD-1) 11) The 4 times-tables (NF -2) 12) Multiply by 8 (MD-1) | To conduct a local rock study | To name and locate European countries | To make a pop-up book | To explore the Ten Commandments. | Playing in a band. | To apply our coding knowledge through trial and error. | To develop the straight, barrel, and forward roll. | To remember that intercepting is a defending skill and explore ways to do this. | To recognise emotions in others through body language |
| Week 14 w/c 8 th December 2025 | The Abominables | To entertain Adventure Narrative | Challenge Words (Y3/4 Common Exception Words) | centre decide disappear early heart | | Consolidation | Number: Multiplication and division A 13) Divide by 8 (MD-1) 14) The 8 times-table (NF -2) 15) The 2, 4 and 8 times-tables (NF -2) 16) Mini assessment (end of unit assessment) | Consolidation/ assessment | To locate landmarks in famous European cities | To make a pop-up book | To understand what the Bible is used for. | Playing in a band. | To play other classmates' games and offer feedback. | To include rolls in sequence work using apparatus. | To apply skills and knowledge to play games using netball rules. | To know what exclusion is |
| Week 15 w/c 15 th December 2025 | The Abominables | Poetry Haikus, Kennings Tankas | Challenge Words (Y3/4 Common Exception Words) | learn minute notice regular therefore | | Consolidation | Consolidation week Revisit concepts children struggled with as well as act as a buffer for any units that overran | Consolidation/ assessment | | To evaluate our pop-up books | To understand why the Bible is so important. | Playing in a band. | | Gymnastics | Netball | To use peer mediation to resolve difficulties |