

**Class novel:** The Butterfly Lion by Michael Morpurgo.

**Books:** Journey by Aaron Becker; The Lost Words by Robert Macfarlane; The Creature (Non-fiction report) ; How Santa Really Works by Alan Snow

**Short Film:** The Blue Umbrella

**Writing composition:** Information and explanations; narratives; poetry

- Formal language style, use technical and precise vocabulary
- Write complex sentences with appropriate conjunctions
- Story sequence and exploration of chronology in narrative
- Understand how settings influence events and incidents in stories
- Investigate characters and evaluate their behaviour
- Identify typical story themes and understand how writers create imaginary worlds
- Write own examples of descriptive, expressive language

**Non-fiction books linked to topic.**

**Grammar:** Possessive apostrophe with plurals, homophones, suffix, prefix, paragraphs, prepositions, commas.

**Code spelling** - /ee/ coded ea, ee, ie, ei, e, e\_e; /g/ coded g, gu, gue, gh; /ai/ coded a\_e, a, ai, ay, ey, eigh, ei

**Handwriting** – revise cursive letter formation.

**Reading:** Class novel: The World According to Humphrey by Betty G. Birney. Class books. AR reading- deduction and inference in comprehension of texts. Whole Class Guided reading. **Spoken Language:** Discussion, drama, games, role plays, hotseating, debate.

**As geographers, we will be exploring: Who lives in Antarctica?**

- What is climate?
- Where is Antarctica?
- Who lives in Antarctica?
- Who was Shackleton?
- Can we plan an expedition around school?
- How did our expedition go?

**As historians, we will be exploring: How did the achievements of the Ancient Maya impact their society and beyond?**

- How did the Ancient Maya settle in the rainforest?
- How important was chocolate to the Ancient Maya?
- What did the Ancient Maya believe?
- How did the Maya reflect world beliefs in their interventions?
- What do archaeological remains tell us about Ancient Maya cities?
- What caused the decline of the Ancient Maya cities?

### **Number - Place Value**

Read and write numbers up to 1000 in numerals and words. Place value of digits. Identify, represent and estimate numbers, add/subtract 10, 100, 1000 from a given number. Compare and order numbers. Count in multiples of 25, 50, 100 and 1000. Solve number and practical problems. Count backwards through zero to include

negative numbers. Read Roman Numerals to 100

### **Number - Addition and subtraction**

Mental calculations. Add and subtract numbers up to 3 and 4-digits, using formal written methods where appropriate, estimate and use inverse to check answers, solve one and two step problems. Add and subtract amounts of money in practical contexts.

### **Number - Multiplication and division**

Count on and back in multiples, recall multiplication and division facts up to 12x12, multiply together three numbers; solve problems, including missing number problems, and write mathematical statements.

### **Science:**

Pupils to work scientifically, following practical scientific methods, processes and skills using the areas studied.

#### **Light**

- Recognise that light enables us to see things and that dark is the absence of light.
- Notice that light is reflected from surfaces.
- Acknowledge that sunlight can be dangerous and that there are ways to protect their eyes.
- Discover how shadows are formed and know that the light source has to be blocked by an opaque object.
- Find patterns in the way that the size of shadows changes.

#### **Sound**

- Identify how sounds are made, associating some of them with something vibrating
- recognise that vibrations from sounds travel through a medium to the ear
- find patterns between the pitch of a sound and features of the object that produced it
- find patterns between the volume of a sound and the strength of the vibration that produced it

### **Computing:**

**Programming: Computational Thinking-** Developing computational thinking skills through decomposition, pattern recognition, abstraction and algorithm design to solve problems.

**Computing systems: Managing Digital information-** Understanding how digital information is stored, organised and shared across devices and networks

## **Class 3's Autumn Topic Web**

**2026**

**Art – Painting and mix media:** Exploring texture with paint and collage

- Creating textures with paint and exploring collage through the work of Romare Bearden

**D.T – Cooking and nutrition:** Adapting a recipe

- Adapting a basic biscuit recipe by adding or removing ingredients to make it suitable for a target audience

### **Outdoor Education:**

Cross-curricular link to outdoor education which aims to develop confidence, independence, self-esteem, awareness and knowledge of the natural environment. Class 3 – eco champions. Promoting sustainability throughout the whole school.

### **French**

**This is me:** Learning how to exchange greetings and share personal information  
**School days:** Learning how to use definite and indefinite articles and school- related vocabulary

### **SMSC/Jigsaw**

Being me in my world: Teamwork, school community, rights and responsibility, rewards and consequence. Celebrating Difference: Appearance, bullying and solving conflict. BLP British values

### **PE**

Tag rugby: tag, move with the ball  
Gymnastics: perform a sequence using jumps and rolls  
Athletics (indoor): throwing and jumping  
Dance: balance, height, sequencing

### **RE**

**How might your worldview lead you to do hard things for good reasons?** Why might people make sacrifices and hard choices in life?

What is the spiritual significance of fasting in different religions? Why do some Christians choose to do charity work as part of their worldview?

Do other worldviews also include charity work?

Why do some people make hard journeys for spiritual reasons?

What is non-violence and how is it expressed in some worldviews? **Do you have to be part of faith community to hold an organised worldview?**

Are all individual worldviews aligned with an organised world view?

Can you be a Christian without going to church?

Do all Sikhs wear the 5 Ks?

Do all Muslims pray 5 times a day?

Do you have to go to a place of worship to worship and pray?

What if you aren't religious?

### **MUSIC**

Singing in parts: loops and layers

Musical motifs: reading the stave

Miss Hills, Miss Lovegrove