

Year 3 – Healthy Humans - Autumn 2

Literacy - writing

Formal Letters to Complain

- Identify the key features of a formal letter, including layout, tone, greeting, introduction, and closing
- Write a clear complaint letter using formal language, paragraphs, and logical structure
- Explain a problem and propose solutions using cohesive devices (e.g. however, therefore, because)
- Use appropriate punctuation for complex sentences, including commas in a list and after fronted adverbials
- Edit and improve writing by checking for clarity, accuracy, and formality

Performance Poetry

- Read, rehearse, and perform poems using expression, rhythm, volume, and clear intonation
- Identify features of performance poetry, including repetition, rhyme, cultural references, and imagery
- Compose short poems inspired by different cultures, using sensory language and poetic devices
- Use taught strategies to imitate, innovate, and invent their own performance pieces
- Evaluate performances using musical and poetic vocabulary such as pace, rhythm, expression, and imagery

Dialogue Through Narrative

- Write narrative scenes set in historical contexts, using descriptive detail to convey setting and atmosphere
- Use speech punctuation accurately (inverted commas, commas, capital letters, and end punctuation)
- Integrate dialogue to reveal character and advance the action within a story
- Orally rehearse to build story structure and fluency
- Apply expanded noun phrases, varied sentence starters, and appropriate vocabulary to create vivid historical narratives

Maths

Place Value

- Represent numbers up to 100 using objects, pictures, and numerals
- Partition numbers up to 100 into tens and ones
- Use number lines to represent and locate numbers up to 100
- Understand the concept of hundreds and their value
- Represent numbers up to 1,000 using different representations
- Partition numbers up to 1,000 into hundreds, tens, and ones
- Apply flexible partitioning strategies for numbers up to 1,000
- Recognise and use hundreds, tens, and ones in different contexts
- Find 1, 10 or 100 more or less than a given number
- Use number lines to represent and estimate numbers up to 1,000
- Estimate positions of numbers on a number line up to 1,000
- Compare and order number up to 1,000
- Count in steps of 50 to develop understanding of multiples and patterns

Addition and Subtraction

- Apply number bonds within 10 to support mental calculations
- Add and subtract ones, tens, and hundreds confidently
- Recognise and use patterns in addition and subtraction
- Add ones across a ten and tens across a hundred
- Subtract ones across a ten and tens across a hundred
- Make connections between related facts to support understanding
- Add two numbers without exchange
- Subtract two number without exchange
- Add two numbers across a ten and across a hundred
- Subtract two numbers without exchange
- Add two numbers across a ten and across a hundred
- Subtract two numbers across a hundred
- Add 2-digit and 3-digit numbers accurately
- Subtract a 2-digit number from a 3-digit number
- Use complements to 100 to aid mental strategies

Literacy – Read aloud

Leon and the Place Between

- Read the text aloud with increasing fluency, accuracy, and appropriate pacing, applying phonic knowledge and decoding skills
- Use expression, tone, and intonation to reflect the magical atmosphere, character emotions, and shifts in tension within the story
- Interpret and read multisyllabic and adventurous vocabulary confidently, using context and morphology to support understanding
- Demonstrate comprehension through discussion-making predictions, explaining character motivations, and identifying key themes such as wonder, imagination, and bravery
- Perform short passages aloud with attention to punctuation, dialogue, and descriptive phrasing

'Twas the Night Before Christmas

- Read poetic text aloud with clear rhythm, phrasing, and appropriate intonation to match rhyme and metre
- Recognise and interpret poetic features such as rhyme, rhythm, repetition, and imagery while reading aloud
- Decode archaic or unfamiliar vocabulary confidently using phonic strategies and contextual clues
- Discuss themes, characters, and imagery from the poem, showing understanding of meaning and atmosphere
- Perform sections of the poem with control of pace, volume, and expression to enhance listener engagement

Guided Reading

Hunter Gatherers/Great Fire of London

- Retrieve and record key factual information from historical non-fiction texts
- Use headings, subheadings, diagrams, and captions to support understanding of how information is organised

- Estimate answers to check reasonableness
- Use inverse operations to check calculations
- Make decisions about the most efficient methods for solving problems

Multiplication and Division

- Represent multiplication and division using arrays, equal groups, repeated addition, and bar models
- Recall and apply multiplication facts for the 2, 3, 4, 5, 8 and 10 times tables
- Use known multiplication facts to derive related division facts
- Understand and use the inverse relationship between multiplication and division
- Apply mental strategies (doubling, halving, using place value) to solve calculations
- Begin to use informal written methods for multiplication and division
- Solve scaling, grouping, and sharing problems with increasing independence
- Explain and justify reasoning using appropriate mathematical vocabulary (e.g. factor, product, quotient)

- Make inferences about past events and people's lives, using evidence from the text
- Explain cause and effect (e.g. how hunter-gatherers survived; why the Great Fire spread)
- Use topic-specific vocabulary confidently (e.g. ember, forage, survive, flammable)

Hensel and Gretl vs the Witch

- Identify key features of a model text, including structure, language choices, and character roles
- Make predictions and inferences about character motives and actions using textual clues
- Compare viewpoints and behaviour of characters using evidence
- Explain how language creates tension, atmosphere, or humour
- Answer a range of question types including retrieval, vocabulary, inference, and explanation
- Retrieve key information from an instructional model text
- Identify organisational features such as bullet points, diagrams, imperative verbs, and section headings
- Infer why specific instructions or survival tips are included
- Summarise the main ideas across a section of text
- Use new vocabulary appropriately (e.g. shelter, tools, tracking, resources)

Edmund Hilary's Amazing Achievements

- Identify key events and achievements in a biographical text
- Retrieve and summarise factual details about historical figures
- Infer character qualities such as bravery, perseverance, and resilience
- Interpret technical or topic-specific vocabulary in context
- Explain how layout features support understanding of a biography

Christmas in Halloween Town/Marley's Ghost

- Retrieve key events, details, and character traits from fictional texts
- Make inferences about characters' feelings, motives, and changes over time
- Identify descriptive language and explain how it creates mood or atmosphere

- Compare themes or characters across two different fictional texts - Answer a range of comprehension questions including retrieval, inference, prediction, and explanation			
<u>Science</u> <u>Nutrition, diet, movement and the skeleton</u> - Identify the main food groups (carbohydrates, proteins, fats, dairy, fruit and vegetables) and explain why the body needs a balanced diet - Describe the roles of nutrients in supporting health, growth, and energy - Recognise the effects of an imbalanced diet, including too much sugar or fat - State that humans and some animals have skeletons for support, protection, and movement - Identify and name key bones in the human body, including the skull, ribs, spine, pelvis, and major limb bones - Explain how the skeleton protects vital organs, e.g. the ribcage protects the heart and lungs - Understand the role of joints in allowing different types of movement	<u>Art and Design</u> <u>3D clay or textiles sculpture linked to human body</u> - Collect visual information about the human body through sketches, photographs, and observational drawings - Explore how sculptors represent the human form, making simple comparisons and discussing intentions - Generate, develop, and refine ideas for their own 3D human-body-inspired sculpture - Use a range of 3D techniques, such as modelling, joining, shaping, and forming with clay or fabric - Experiment with tools and materials to create textures and structural detail that represent body features (e.g. muscles, limbs, facial features) - Construct a stable form using appropriate methods (e.g. slip and score for clay, stitching or binding for textiles)	<u>Design Technology</u> <u>Food – simple dish – the eat well plate (soup)</u>	<u>Religious Education</u> <u>(Christianity – God)</u> <u>How and why have some people served God?</u> - Explore the key questions: How (and why) have some people served God? - Investigate stories of Old Testament prophets (e.g., Noah, Abraham, Moses, Jonah) and consider why they chose to serve God. - Identify Christian beliefs and values revealed through prophetic stories, such as God’s care, calling, and intervention. - Discuss how hearing God’s message influence the prophets’ feelings, choices, and actions. - Learn about modern Christians who have devoted their lives to serving God, such as Dr Barnardo, Archbishop Desmond Tutu, William Booth, and the Salvation Army. - Explain what inspired these individuals and how their service has impacted their communities.

▪ Make simple predictions and observations about how exercise affects the body ▪ Ask questions and plan simple tests related to nutrition and movement (e.g. effects of exercise) ▪ Make careful observations and take measurements, such as pulse rate ▪ Record findings using tables, labelled diagrams, and simple conclusions ▪ Use evidence to support ideas about healthy lifestyles	▪ Identify and describe some sculptors or textile artists who work with the human body as inspiration ▪ Explain how materials and techniques influence an artwork's appearance and how their own choices link to these artists ▪ Discuss strengths and areas for improvement in their own and others' work using simple artistic vocabulary ▪ Describe the effect of different techniques and how well their sculpture represents ideas about the human body		▪ Reflect on personal role models and consider how and why individuals in their own lives inspire them. ▪ Make links with prior learning about God as creator and sustainer, recognising his relationship with humanity and the purpose of prophecy. ▪ Use religious terms such as prophet, vocation, and service accurately when talking or writing. Develop understanding of leadership, role models, and discernment – discussing qualities of leaders and the reason for following them (or not).
<u>Computing</u> <u>How and why have some people served God?</u> ▪ Explore the key questions: How (and why) have some people served God? ▪ Investigate stories of Old Testament prophets (e.g., Noah, Abraham, Moses, Jonah) and consider why they chose to serve God. ▪ Identify Christian beliefs and values revealed through prophetic stories, such as God's care, calling, and intervention.	<u>Music</u> <u>I've been to Harlam – sea shanties</u> ▪ Sing sea shanties with accurate pitch, clear diction, and a strong sense of pulse and rhythm ▪ Maintain a steady beat and follow changes in tempo, recognising the rhythmic patterns typical of sea shanties ▪ Perform in groups, developing ensemble skills such as call-and-response, timing, and listening to others ▪ Explore musical elements such as dynamics, tempo, texture,	<u>PSHE</u> <u>Me and My Relationships</u> ▪ Identify and describe people who are special to them and understand why those relationships matter ▪ Explore a range of feelings when losing someone special and recognise that these feelings are normal. ▪ Understand the purpose of class and group rules, and explain how rules vary by setting (e.g. classroom, online)	<u>MFL – French</u> <u>Greetings and the Classroom</u> ▪ Learn and use simple greetings for different times of day (e.g. <i>Bonjour, Bonsoir, Salut</i>) ▪ Introduce themselves and ask/answer basic questions (e.g. name, age) ▪ Use classroom instructions and phrases (e.g. <i>Écoutez, Répétez, Asseyez-vous</i>) ▪ Respond appropriately to teacher commands and classroom routines in French <u>Colours, Emotions, and Numbers (0-10)</u>

▪ Discuss how hearing God's message influence the prophets' feelings, choices, and actions. ▪ Learn about modern Christians who have devoted their lives to serving God, such as Dr Barnardo, Archbishop Desmond Tutu, William Booth, and the Salvation Army. ▪ Explain what inspired these individuals and how their service has impacted their communities. ▪ Reflect on personal role models and consider how and why individuals in their own lives inspire them. ▪ Make links with prior learning about God as creator and sustainer, recognising his relationship with humanity and the purpose of prophecy. ▪ Use religious terms such as prophet, vocation, and service accurately when talking or writing ▪ Develop understanding of leadership, role models, and discernment – discussing qualities of leaders and the reason for following them (or not).	and structure within traditional working songs ▪ Create simple rhythmic patterns or vocal phrases inspired by sea shanties and perform them confidently ▪ Discuss the cultural and historical context of sea shanties and explain their original purpose in maritime life Use musical vocabulary to describe performances and suggest improvements confidently and respectfully	▪ Recognise different types of friendships and qualities that make healthy relationships ▪ Develop strategies to manage conflict, including ways to make up after disagreements ▪ Practice active listening, sharing opinions, and respecting differing viewpoints ▪ Learn how to handle dares and peer pressure safely, understanding that no one should force them into uncomfortable situations ▪ Explain what tolerance and respect mean, providing examples from classroom and community experiences	▪ Recognise and say colours in French (e.g. <i>rouge, bleu, vert</i>) ▪ Express simple emotions using key vocabulary (e.g. <i>Je Suis content, Je Suis triste</i>) ▪ Count and use numbers from 0 to 10 in spoken and written form ▪ Apply pronunciation rules and begin to spell simple words accurately ▪ Listen attentively and show understanding through actions and responses ▪ Speak in short phrases and sentences using modelled language ▪ Begin to read and write simple words and phrases. ▪ Develop confidence in pronunciation and intonation

