# Year 3 - North America Class - Term 1 2025/26

	Week	Week	Week	Week	Week	Week	Week
	Beginning	Beginning	Beginning	Beginning	Beginning	Beginning	Beginning
	1/9	8/9	15/9	22/9	29/9	6/10	13/10
English	1/9-Staff Dev Day Stone Age Boy by Satoshi Kitamura.	Stone Age Boy by Satoshi Kitamura.	Stone Age Boy by Satoshi Kitamura.	Stone Age Boy by Satoshi Kitamura.	How to Wash a Woolly Mammoth	How to Wash a Woolly Mammoth	How to Wash a Woolly Mammoth
	- Power of reading	- Power of reading	- Power of reading	- Power of reading	By Michelle Robinson	By Michelle Robinson	By Michelle Robinson
	(History links)	(History links)	(History links)	(History links)	and Kate Hindley	and Kate Hindley	and Kate Hindley
	Diary As a speaker, I can explore a character through drama.	Description As a writer, I can write a description	Narrative As a writer I can extend a range of sentences with more	Narrative continued As a writer I can *Design a character for my story.	As a writer I can *Compose a series of questions about a text.	Instructions As a writer I can	Instructions As a writer, I can compose a set of

	As a writer I can  recognise the features of a diary.  write a diary entry from a different viewpoit.	using expanded noun phrases.  As a reader I can predict what might happen from details stated and implied.  As a writer I am learning to write from a character's viewpoint. (Diary entry in character as Om)	than one clause, using a range of conjunctions.  (when, if, because, although)  *As a writer I will research information and plan a story based on the one read.	* Use direct speech punctuated correctly with inverted commas.  *Follow my story plan to write my own story inspired by the class text.  Evaluate and edit my story in order to improve it.	As a reader I can sequence a story and retell it.  I can identify time openers and verbs.  As a writer I can use adverbs in a sentence.	*Identify the features of a set of instructions.  Plan and draft a set of instructions.  (Include time openers, verbs and adverbs)	instructions and edit for improvement.  As a speaker, I can read my final instructions with clarity and expression.  Poetry  As a writer I can compose a poem describing a woolly mammoth
Maths	Place value	Place value	Place value	Place Value	Addition and Subtraction	Addition and Subtraction	Addition and Subtraction
	As a mathematician	As a mathematician	As a mathematician	As a mathematician			
	I can Represent numbers to 100	I can Represent numbers to 1,000.	I can Recognise the place value of each digit in a 3-digit number	I can Compare and order numbers up to 1,000	As a mathematician I can Add and subtract numbers mentally,	As a mathematician I can Add and subtract numbers mentally,	As a mathematician I can  Add and subtract
	Partition numbers to 100	Read and write numbers up to 1,000 in numerals and in	(hundreds, tens, ones)	Count from zero in multiples of 50.	including: a 3-digit number and ones	including: a 3-digit number and ones	numbers with up to three digits, using formal written
	Identify, represent and estimate numbers using	words.  Recognise the place	Find 1, 10 or 100 more or less than a given number.	Addition and Subtraction	a 3-digit number and tens a 3-digit number and	a 3-digit number and tens a 3-digit number	methods of columnar addition and subtraction
	different representations.	value of each digit in a 3-digit number	Identify, represent and estimate	Add and subtract numbers mentally, including:	hundreds.	and hundreds	(no exchange)

	Read and write numbers up to 1,000 in numerals and words.	(hundreds, tens, ones)  Partition numbers to 1,000 in different ways (flexible partitioning).	numbers using different representations (e.g. numberline)  Estimate numbers along a numberline to 1,000.	a 3-digit number and ones a 3-digit number and tens	Explore the effect of adding or subtracting 1s, 10s or 100s to or from any 3-digit number  Add ones across a ten.	Add tens across a 100  Subtract ones across a ten  Subtract tens across a 100	Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction
Science	What is a contact	How do different	What is a magnet	What materials are	Do all magnets have	Assess and review	Follow up from
Kent	<b>force?</b> I understand that	surfaces affect the movement of	and how do they work?	attracted to a magnet?	the same strength?  I know magnets		assessment
Scheme Forces & Magnets	pushes and pulls are both examples of a contact force.	objects? I understand that friction is a contact force that affects the movement of objects by acting in the opposite direction of	I understand that magnetism is a non-contact force & that magnets have two poles that may attract or repel.	I know that metals containing iron, steel and nickel will be attracted to a magnet.	come in different forms and have different strengths.		
Computing	What is a network?	the moving object.  A file's journey  As a computer	How does a website work?	Routers As a computer user	What is packet data?	Block for Design and Technology	Block for Design and Technology
Kapow!	As a computer user	user I can	As a computer user I can demonstrate	I can explore the role of a router.	As a computer user I can identify the	project	project
Computer systems & Networks 1:Networks	I recognise what a network is.	demonstrate how information moves around a network.	how a website works.	1000 01 0100101.	role of packet data.		
RE		What do	Why might a	Why do	What was it like	Why might a	How far do ideas
Doomlo of		Christians believe	covenant or a	Christians make	for Abraham and	Christian give	of covenant,
People of God: What		was God's	pact be helpful?	promises to each	Sarah to follow	something up to	promises and
is it like to		covenant with Noah?	I can make links between the story	other and to God at wedding	<b>God?</b> I know that Jewish	follow God? I can think of things	following God make a
follow God?		Tell and act out the story of Noah from Genesis 6:5-9:17	of Noah and how we live in our school and the wider world.	ceremonies? I can identify symbols in a Christian wedding	and Christian people believe God made a covenant with Abraham.	Christians might give up and the rewards they might receive in doing so.	difference in the world today?

	I can consider the roles and responsibilities given to Noah I can think about what it was like for Noah and his family to follow God.	I can suggest ideas for a more harmonious environment.	ceremony and what the significance is. I can make links between the promises in the story of Noah and the promises that Christians make at a wedding ceremony.	I can make links between the story of Abraham and the concept of faith.	I recognise the work done by the Salvation Army showing love for God and other people. I can give my views on why a Christian might give something up to follow God.	
As a sportsperson, develop overarm throwing and catching.	As a sportsperson, develop underarm bowling.	As a sportsperson, I know how to grip the bat and develop my batting technique.	As a sportsperson, develop the batting technique.	As a sportsperson, field a ball using a two-handed pick up and a short barrier.	As a sportsperson, develop an overarm bowling technique.	As a sportsperson, I can play the role of bowler, batter, wicket keeper and fielder in a game.
		Taught	by specialist teacher	· (Elite)		
Getting to know each other. I recognise my worth and can identify positive	Our nightmare school  I can face new challenges positively,	Our dream school  I understand why rules are needed and how they relate to	Rewards and consequences  I understand that my actions affect	Our learning charter  I can make responsible choices	Owning our learning charter.  I understand my actions affect	Block for Design and Technology project
and my achievements.  I can set personal goals	choices and ask for help when I need it	rights and responsibilities	and I care about other people's feelings	and take action	see things from their points of view	
As a French	As a French	As a French	I can choose	I can count to 0-	I can use numbers	Block for Design
	develop overarm throwing and catching.  Getting to know each other. I recognise my worth and can identify positive things about myself and my achievements.  I can set personal goals	roles and responsibilities given to Noah I can think about what it was like for Noah and his family to follow God.  As a sportsperson, develop overarm throwing and catching.  Getting to know each other. I recognise my worth and can identify positive things about myself and my achievements.  I can set personal goals	roles and responsibilities given to Noah I can think about what it was like for Noah and his family to follow God.  As a sportsperson, develop overarm throwing and catching.  Getting to know each other. I recognise my worth and can identify positive things about myself and my achievements.  I can set personal goals  For a more harmonious environment.  As a sportsperson, develop underarm bowling.  As a sportsperson, develop underarm bowling.  Fixed provided the positive sensitive for a more harmonious environment.  As a sportsperson, develop underarm bowling.  For a more harmonious environment.  Our dream school I understand why rules are needed and how they relate to rights and responsibilities	roles and responsibilities given to Noah I can think about what it was like for Noah and his family to follow God.  As a sportsperson, develop overarm throwing and catching.  Getting to know each other. I recognise my worth and can identify positive things about myself and my achievements.  I can set personal goals  To Noah I can think about what it was like for Noah and his family to follow God.  As a sportsperson, develop oderarm bowling.  As a sportsperson, I know how to grip the bat and develop my batting technique.  Taught by specialist teacher  Our nightmare school I understand why rules are needed and how they relate to rights and responsibilities  I can set personal goals  To Noah I can make links between the promises in the story of Noah and the promises that Christians make at a wedding ceremony.  As a sportsperson, I know how to grip the bat and develop my batting technique.  Taught by specialist teacher  I understand why rules are needed and how they relate to rights and responsibilities  I understand that my actions affect my actions actions actions actions and actions actio	roles and responsibilities given to Noah I can think about what it was like for Noah and his family to follow God.  As a sportsperson, develop overarm throwing and catching.  Getting to know each other. I recognise my worth and can identify positive things about myself and my achievements.  I can set personal goals  For a more harmonious environment.  For a make links between the promises in the story of Abraham and the concept of faith.  For a more harmonious environment.  For a more harmonious environment.  For a marke links between the promises in the story of Abraham and the concept of faith.  For a marke links between the promises in the story of Abraham and the concept of faith.  For a marke links between the promises that Christian develop the batting technique.  For a seponsies in the story of Abraham and the vedlengh and the promises that Christian develop the batting technique.  For a marke links concept and wedding ceremony.  For a set ween the promises that Christian develop	roles and responsibilities given to Noah I can think about what it was like for Noah and his family to follow God.  As a sportsperson, develop overarm throwing and catching.  As a sportsperson, develop underarm bowling.  Taught by specialist teacher (Elite)  Getting to know each other. I recognise my worth and can identify positive things about myself and my canligored and goals  To a more harmonious environment.  For a more harmonious the the significance is. I can make links between the story of Abraham and the salprificance is. I can make links between the story of Abraham and the solar promises in the story of Abraham and the concept of faith.  Salvation Army showing and the promises that Christians make at a wedding ceremony.  As a sportsperson, develop overarm bowling.  As a sportsperson, develop the bat and develop the bat and develop my batting technique.  Taught by specialist teacher (Elite)  Rewards and consequences  I understand why rules are needed and how they relate to rights and responsibilities and I care about other people's feelings  I can set personal goals

	I can use formal or	Myself to someone	I can choose an	I can use formal and	I can join in with	numbers into	
	· · · · · · · · · · · · · · · · · · ·	•		•		• •	
	informal language	else.	appropriate phrase	informal language.	numbers in a song.	sentences.	
	appropriately	I can ask another	to say how I feel.			I can ask how old	
	I can us gestures to	person their name.				someone is.	
	support my					I can say my age in	
	conversation.					French.	
History	LQ: How long ago		LQ: What does		LQ: Who was this		LQ: What was the
	did prehistoric man		Skara Brae tell us		Bronze Age man?		impact of bronze in
Kapow!	live?		about life in the		As an Historian I		prehistoric Britain?
			Stone Age?		can use		As an historian I can
Would you	As an Historian, I				archaeological		use deductions to
prefer to	recognise the		As an Historian		evidence to		explain how bronze
have lived	chronology and		I can use		investigate the		transformed
in the	significance of		archaeological		Bronze Age.		prehistoric life.
Stone Age,	prehistory.		evidence to learn				
Bronze Age			about the		I can use evidence		I can explain how
or Iron	I know that the		prehistoric dwellings		to make deductions		some aspects of life
Age?	prehistoric period		of Skara Brae.		about the life of a		were changed by
	began millions of				Bronze Age man.		bronze.
	years ago.						I can identify
	I can recognise that				I can evaluate the		similarities and
	the Stone Age				limitations of		differences between
	lasted for most of				archaeological		the Stone Age and
	human history.				evidence.		the Bronze Age.
Geography		LQ: Why does a		LQ: What on earth		LQ: How is the	Block for Design
Deography		places location in		is a climate zone?		climate in the UK	and Technology
Oddizzi		the world affect its		LI: As a geographer,		different from that	project
Oddizzi		climate?		I can locate		in the tropics?	project
What are		LI: As a Geographer		different climate		LI: I can compare	
the		I can identify the		zones and explore		temperate and	
different		different lines of		the differences		tropical climates.	
climate		latitude and explain		between the		iropical climates.	
		how latitude is		Northern and			
zones		linked to weather.		Southern			
around the		linked to weather.					
world?			<u> </u>	Hemisphere.			
Art			Planned ai	nd Taught by Specialist	t leacher:		

	Looking at objects- Still Life  Planned and Taught by Specialist Teacher								
Music									
	Structures: Design and make a model fort with key features to appeal to a Stone Age dweller								
Design and Technology *	As a designer I can recognise how multiple shapes (2D and 3D) are combined to form a strong and stable structure	As a designer, I can design a building with key features to appeal to a specific person/purpose. I can draw and label a structure using 2D shapes, labelling: -the 3D shapes that will create the	As a designer I can construct a range of 3D geometric shapes using nets. Create special features for individual designs. Make facades from a range of recycled materials.	As a designer I can Produce a finished structure.	As a designer I can Evaluate my work and the work of others based on the aesthetic of the finished product and in comparison to the original design.				
		features - materials needed and colours.			I can suggest points for modification.				

<sup>\*</sup>The Design and Technology sessions will be taught during Term 1 but not on a weekly basis. For example, two morning or two afternoon sessions might be blocked at the teacher's discretion.