

Overview – Class 3 – Autumn Term 1 2024

Weeks	1 27 th – 30 th Aug	2 2 – 6 Sept	3 9 – 13 th Sept	4 16 – 20 th Sept	5 23 – 26 Sept	6 30 – 4 Oct	7 7 – 11 Oct	8 14 – 18 Oct	HALF TERM
English	School council applications Job applications Introduction Character development	Character development Reading - visualisation	Character development – show not tell Reading – show not tell	Setting development Reading – finding a collection of great setting exemplars	Setting development - Reading - Working out why the collection are so good - analysis	Setting and character development – bringing the ideas together to plan a quest story.	Planning / Writing narrative – quest story	Finishing and publishing our quest!	
Spellings		Spellings W1 cious (5) (6) ambitious synonyms / adjectives	W2 (5) tious / ious (6) homophones and near homophones – nouns that end in -ce/-cy, verbs that end in se/-sy	W3 (5) /i/ y (6) adjectives ending in -ant into nouns ending in -ance, ancy	W4 (5) homophones and near homophones (6) adjectives ending in -ent into nouns ending in -ence, ency.	W5 (5) homophones and near homophones (6) To join a prefix ending in a vowel to a root word beginning with a vowel.	Assess (Y5) (6) Hyphens - To join compound adjectives to avoid ambiguity		
Grammar	Essentials	Essentials	Grammar - parenthesis	Fronted adverbials	Conjunctions in various positions	punctuation – reminders – caps / ! ? - (.			
Maths	NRich – developing mathematical character strengths	PV Numbers to... Read and write numbers	PV Powers Partitioning Number lines	PV Comparing / ordering rounding Negative numbers	PV Review and assess Y6 SATs 2022	+/- Mental strats Add integers Sub integers Inv ops reasoning	X/div Multiples / comm Factors / comm Rules of divis Primes Squares / cubes	Review and assessment	

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							X10/100/1000 and division of		
Arithmetic			Mental arithmetic Supporting each other / strategies	Focus on x10,100,1000 and div by 10,100, 1000	Focus on negative number questions	Focus on addition / subtraction	Focus on x and div		
Science		What do we know about forces? Flashback to Y4	Pre-assessment To describe <u>what a force is and what it can do.</u>	<u>Introduce gravity and resistance</u> – explore together – what does this mean? Explore and use newton meters and discuss difference between mass and weight.	<u>Plan an investigation using parachutes.</u> Identify variables that need to change and that need to stay constant. Record data using a ‘best of three’ approach.	<u>Carry out our experiment,</u> collect results and interpret these to form a conclusion.	<u>Investigate how levers work;</u> exploring how the position of fulcrum, load and effort impacts on use. Draw diagrams that explain the forces, loads, weights and efforts for levers.	<u>Investigate how pulleys work</u> and how the number of pulleys used changes the effort required. Draw diagrams that explain the forces, loads, weights and efforts for pulleys.	
Music	Sing, sing, sing! Welcome back		Pulse 1 – Introduction to pulse	Pulse 2 – Develop and compose – pulse vs rhythm	Pulse 3 – Compose and perfect	Pulse 4 – Perform	Pulse 5 – Perform and evaluate	Pulse 6 – Assess and review	
Geography		Understand what mountains are and how they are formed. Identify different types of mountains	Explore how mountains are formed through tectonic activity. Understand the concept of	Understand what volcanoes are and how they are formed. Learn about different types of volcanoes.	Understand what earthquakes are and how they occur. Learn about the impact of earthquakes on the	Understand the interconnection between mountains, volcanoes, and earthquakes. Explore the Ring of Fire and other tectonic	Consolidate knowledge about mountains, volcanoes, and earthquakes.	Assess students’ understanding through projects and presentations	

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			plate tectonics.		environment and people.	plate boundaries.			
RE	U2.1: What does it mean if Christians believe God is Holy and loving? (UC: God)		Identify some different types of biblical texts, using technical terms accurately	Explain connections between biblical texts and Christian ideas of God, using theological terms	Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed	Show how Christians put their beliefs into practice in worship	Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.	Assess understanding of unit	
Art / DT	Landscape Art – Mountains inspired by O’Keefe	Tone for distance	Tints and shade	David Hockney	David Hockney digital art	Final piece			
Computing	Getting set up – logging on	Message in a game	Online behaviour	Screen time	What is a blog	Planning a blog	Writing a blog		
French			Classroom language	5xs table	Asking and giving the time	Asking and giving the time	What time do you have breakfast / what do you have for breakfast?	Likes and dislikes	
PE	Games	Games Fitness To be aware of what my body can do	Rugby 1 Fitness To develop speed and stamina	Rugby 2 Fitness To develop strength using my own body weight	Rugby 3 Fitness To develop coordination	Rugby 4 Fitness To develop agility	Rugby 5 Fitness To develop balancing with control		

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PSHCE		Everyone's Welcome – the girls.	To explore personal interests and how they inform learning	To understand how personal skills are linked to school subjects	To investigate how passions can influence career choices	To set personal goals related to interests and aspirations	To present personal aspirations and future plans	Review	
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