

Engage: Ancient Greece
Theme Day
Express: The Olympic
Challenge

Literacy

Spoken language

WALT listen and respond appropriately to adults and our peers
WALT ask relevant questions to extend our understanding and knowledge
WALT use relevant strategies to build their vocabulary
WALT articulate and justify answers, arguments and opinions
WALT articulate a well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
WALT maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

Reading

WALT read accurately new words of two or more syllables as we encounter them in books we read
WALT read further exception words
WALT listen to and discuss a wide range of fiction, poetry, non-fiction and reference books
WALT identify recurring themes and elements in different stories
WALT draw inferences from what we read
WALT recall and summarise the main ideas from different parts of a text

Writing

WALT plan our writing discussing and recording ideas
WALT progressively build a varied and rich vocabulary and an increasing range of sentence structures
WALT extend the range of sentences using more than one clause using a wider range of conjunctions
WALT choose nouns or pronouns appropriately within a sentence to avoid repetition or ambiguity
WALT use and punctuate direct speech
WALT begin to organise paragraphs around a theme
WALT spell further homophones
WALT create characters, setting and plot in narrative texts
WALT assess the effectiveness of our own and others' writing

Mathematics

Please refer to the autumn term Success and Challenge cards for termly objectives

Personal, Social and Emotional Development

PSCHE: What are families like?

WALT learn how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents)
WALT learn how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays
WALT understand how people within families should care for each other and the different ways they demonstrate this
WALT know how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe

R.E.: The Church, Worship, Festivals and Practices

WALT know that the Church is: a community of believers from all races and nationalities; expressed in different denominations; a focal point for a community
WALT understand commitment through special ceremonies (communion, baptism, marriage, death rites).
WALT know the variety of buildings used, including their uses, artefacts and symbols
WALT recognise how buildings, religious objects and symbols play a part in the worship, rituals and ceremonies of the community
WALT understand that worship can be the expression of thanksgiving and God's forgiveness, prayer, reading the Bible, music, the Eucharist
WALT recognise religious dates in the Church's Year – in particular Advent, Epiphany and Lent, Holy Week and Easter, and Mothering Sunday

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Activities

Who let the gods out?
Year 3

Languages

The calendar and celebrations

WALT read and say adjectives of colour.
WALT recognise and make links with sound spelling links in adjectives of colour.
WALT respond to several simple classroom commands
WALT recognise and say the days of the week
WALT copy and write accurately a day of the week.
WALT recognise and say most months of the year.
WALT attempt to write accurately an important month of the year.

Understanding of the World

HISTORY: Ancient Greece

WALT study of Greek life and achievements and their influence on the western world

SCIENCE: Forces and Magnets

WALT compare how things move on different surfaces
WALT notice that some forces need contact between two objects, but magnetic forces can act at a distance
WALT observe how magnets attract or repel each other and attract some materials and not others
WALT compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
WALT describe magnets as having two poles
WALT predict whether two magnets will attract or repel each other, depending on which poles are facing.

COMPUTING: Presenting information

WALT select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and context that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

Physical Development

Tag Rugby

WALT develop ability to run with the ball
WALT develop ability to match a change of speed, with change of direction
WALT pass the rugby ball effectively

Expressive Art and Design

Art and Design: Painting

WALT demonstrate increasing control of the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.
WALT use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence.
WALT confidently create different effects and textures with paint according to what they need for the task.
WALT discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.
WALT explore a range of great artists, architects and designers in history.