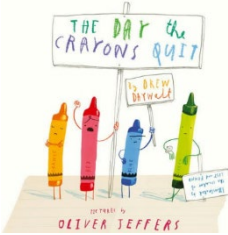
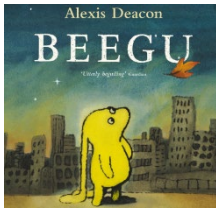


| Year 3 | Autumn 1: Recovery Curriculum Part 1 Reading, Writing, Arithmetic and PSHCE <u>Emotions</u> (Y2 Objectives) 7 weeks | Autumn 2: Recovery Curriculum Part 2 Thematic Approach to Learning <u>Explorers</u> (Y2 Objectives) 7 weeks |
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| Text |  <p>The Day the Crayons Quit Drew Daywalt and Oliver Jeffers</p> |  <p>Beegu Alexis Deacon</p> |
| Words of the Week | <p>Week 1: Positive Week 2: Empathetic Week 3: Charitable Week 4: Happy</p> <p>Week 5: Proud Week 6: Forgiving Week 7: Peaceful</p> | <p>TBC</p> |
| English: Reading | <ul style="list-style-type: none"> • Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. • Attempts the pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. • Discuss the sequence of events in books and how they relate to each other. • Read for meaning and check that the text makes sense. They go back and re-read when it does not makes sense. • Talk about my favourite words and phrases in stories and poems. • Answer and ask questions about texts. • Make predictions based on what they have read. | |

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| | <ul style="list-style-type: none"> • Draw (simple) inferences from illustrations, events, characters' actions and speech. • Explain and discuss their understanding of books. | English Learning Journey based upon Y2 Objectives |
| English: Writing | <ul style="list-style-type: none"> • Segment spoken words into phonemes and record these as graphemes. • Spell longer words using suffixes such as 'ment', 'ness', 'ful', 'less', 'ly'. • Write narratives about personal experiences and those of others, both real and fictional. • Plan and discuss the content of writing and record their ideas, including new vocabulary. • Orally rehearse structured sentences or sequences of sentences. • Use coordinating conjunctions to create compound sentences. • Understands, identifies and uses adjectives, verbs and adverbs. • Consistently uses the present tense and past tense correctly. • Can use the progressive forms of verbs in the present and past tense. • Can use and identify statements, questions, exclamations and commands (incorporating correct punctuation). • Uses capital letters for names of people, places, day of the week and the personal pronoun 'I'. • Correctly uses question marks and exclamation marks. • Use commas to separate items in a list. • Use and identify nouns and noun phrases. | <p>Man on the Moon Simon Bartram</p> |
| Phonics | <p>There will be time allocated on the weekly timetable for the discreet teaching of phonics and spellings. The phonics groupings from Year 2 will resume.</p> <p>Phase 2/3 + SEN Group Phases 4/5 Phase 5 Phase 6</p> <p>New to phonics and refresher CPD will go ahead before September led by HH</p> | |
| Maths | <ul style="list-style-type: none"> • Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward. • Recognise the place value of each digit in a 2-digit number. • Say what is ten more or ten less than any number. • Identify, represent and estimate numbers using different representations, including the number line. • Compare and order numbers from 0 up to 100; using < > = signs. • Read and write numbers to at least 100 in numerals and in words. | <ul style="list-style-type: none"> • Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context. • Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems with two digit numbers (trio triangle). • Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. |

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| | <ul style="list-style-type: none"> • Use place value and number facts to solve problems. • Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures. • Solve problems with addition and subtraction applying my increasing knowledge of mental and written methods. • Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. • Add and subtract numbers using concrete objects and pictorial representations, and am beginning to do this mentally. <p>Recall and use multiplication and division facts for the 2, 5 and 10x tables, including recognising odd and even numbers.</p> | <ul style="list-style-type: none"> • Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication, division and equals signs. • Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. |
| Guided Reading | Follow whole class guided reading format (7 steps). | |
| PSHCE (KS2 Objectives) | <ul style="list-style-type: none"> • Reflect on ways they can contribute to others' mental wellbeing, and establish which activities help them maintain their own wellbeing. • Identify and name the range and degrees of emotions in daily life. • Show awareness of the impact of life events (parents' separating/new sibling), the many factors that can affect mood (such as responsibilities, personal preferences and exercise) and how events can affect the intensity of our emotions. • Discuss the complexity of how events and people can make them and others' feel. • Know a range of self-care strategies that regulate emotional experiences. • Describe what loneliness is, know that it can help to talk about feelings, are aware of the adults they can talk to and suggest actions a character might take if they were lonely. • Know whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control emotions. • Know it is common for people to experience mental ill health. | <ul style="list-style-type: none"> • Know the benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness. • Reflect on how rest, time with others, hobbies and interests, rationing time online, help to maintain and increase wellbeing. • Know that bullying has a negative and often lasting impact on mental wellbeing. • Select appropriate emotions and behaviours in response to positive/negative scenario-based triggers. • Recognise scenarios when they should ask for help such as when they are concerned about their or somebody else's wellbeing/emotional reactions. |
| Science | | Roots, Shoots and Fruits (Plants) |
| Theme | | <p>Explorers</p> <p>Geography Use the correct geographical words to describe a place.</p> <ul style="list-style-type: none"> • . Explain how jobs may be different in other locations. <p>Art</p> <ul style="list-style-type: none"> • Mix paint to create secondary colours • Suggest how artists have used colour, line, shape and tone to create a piece of Art. • Create tints by adding white |



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| | | <ul style="list-style-type: none">• Create tones by adding black. <p>History</p> <ul style="list-style-type: none">• Answer questions using books and the internet.• Recount the lives of someone famous from Britain who lived in the past and can explain what they did earlier and later.• Research the life of famous people from the past using different sources of evidence.• Use words and phrases like before, after, present and now. Ar |
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