

Termly Planning Overview: 2025-26 Autumn Term 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<i>School events</i>		Assessment Week 1 RE Week U9's Football (not all children) World Book Day	Assessment Week 2  Visit to Bush Club	VIAMS Red Nose Day	Parents Meetings End of Term			
<i>Outdoor Learning</i>	OPAL, Guided Reading (acting out scenes from text)							
<i>Zones of Regulation</i>	<ul style="list-style-type: none"> <li>• When to use Yellow Zone tools</li> <li>• Stop and use a tool</li> <li>• Tracking my tools</li> <li>• STOP, OPT and GO</li> <li>• Celebrating my use of tools</li> </ul>							
<i>Growth Mindset</i>	Mistakes that worked – The importance of making mistakes as part of the learning process; creating a learning cycle to illustrate how something was created.							
<b>ENGLISH</b>	<i>Text: Hurricane</i>	<i>Text: Hurricane</i>	<i>Text: Hurricane</i>	<i>Text: Hurricane</i>	<i>Text: Hurricane</i>	<i>Text:</i>	<i>Text:</i>	<i>Text:</i>
<b>Phonics/Spelling</b>	Prefix sub/tele	Prefix sub/tele	Prefix super/pre/auto	Prefix super/pre/auto	Consolidation			
<b>Reading</b>	Guided Reading:  Whole class reading of various text linked to English outcomes.  Activities including: inference, comprehension, freeze frame, echo reading,	Guided Reading:  Whole class reading of various text linked to English outcomes.  Activities including: inference, comprehension, freeze frame, echo reading,	Guided Reading:  Whole class reading of various text linked to English outcomes.  Activities including: inference, comprehension, freeze frame, echo reading,	Guided Reading:  Whole class reading of various text linked to English outcomes.  Activities including: inference, comprehension, freeze frame, echo reading,	Guided Reading:  Whole class reading of various text linked to English outcomes.  Activities including: inference, comprehension, freeze frame, echo reading,			

	partner reading using prosody, making predictions, discussing character traits  Answer inference, vocabulary and retrieval questions	partner reading using prosody, making predictions, discussing character traits  Answer inference, vocabulary and retrieval questions	partner reading using prosody, making predictions, discussing character traits  Answer inference, vocabulary and retrieval questions	partner reading using prosody, making predictions, discussing character traits  Answer inference, vocabulary and retrieval questions	partner reading using prosody, making predictions, discussing character traits  Answer inference, vocabulary and retrieval questions			
<b>Composition</b>			Write a text/fact information sheet for people visiting Bampton.		Write a poem in the style of 'wind by Dionne Brand			
<b>Handwriting</b>	Daily practise:  Year 3 Unit 21: interactive activity showing how to form an exclamation mark and question mark, a pattern to practise and words from the Extra section of the Pupil Book. Children can copy and trace these on the	Daily practise:  Year 3 Unit 22: interactive activity showing the formation of 'ly' and 'ky', a pattern to practise and words from the Extra section of the Pupil Book. Children can copy and trace these on the	Daily practise:  Year 3 Unit 23: interactive activity showing the formation of 'ure' and 'sure', a pattern to practise and words from the Extra section of the Pupil Book. Children can copy and trace these on the interactive whiteboard.	Daily practise:  Year 3 Unit 24: interactive activity showing the formation of 'wh' and 'wha', a pattern to practise and words from the Extra section of the Pupil Book. Children can copy and trace these on the interactive whiteboard.	Daily practise:  Year 3 Unit 25: interactive activity showing the formation of slanted numbers 1-9 and words from the Extra section of the Pupil Book. Children can copy and trace these on the interactive whiteboard.			

	interactive whiteboard.	interactive whiteboard.						
<b>Vocabulary, Grammar &amp; Punctuation</b>	Questions and statements about Bampton	Paragraphs Headings and sub-headings			Adjectives for description Personification			
<b>MATHS</b>								
<b>Fluency</b>	Fluent in five Flash back 4 Mastering Number	Fluent in five Flash back 4 Mastering number	Fluent in five Flash back 4 Mastering number	Fluent in five Flash back 4 Mastering number	Fluent in five Flash back 4 Mastering number			
<b>Main Learning Focus</b>	<u>Number addition and subtraction</u>  Composition and calculation: 100 and bridging 100  Consolidate composing 100 in 50's, 10's, 25's, 20's	<u>Number addition and subtraction</u>  Composition and calculation: 100 and bridging 100  Count and calculate across the hundreds boundary	<u>Number addition and subtraction</u>  Composition and calculation: 3-digit numbers  consolidation	<u>Number addition and subtraction</u>  Composition and calculation: 3-digit numbers  Comparing 3-digit numbers	<u>Number addition and subtraction</u>  Composition and calculation: 3-digit numbers  Familiar counting sequences up to 100			

	<p>Different additive ways to compose and partition 100, including:  100 composed of two multiples of ten,   100 composed of a two digit number and a single digit number   100 composed of two, two digit numbers   Use part whole models to demonstrate – if we know <math>94 + 4 = 100</math> and <math>100 - 4 = 96</math> we also know how to calculate <math>100 - 96 = 4</math></p>	<p>from/to and two digit number in ones or tens.   Ten more/ ten less</p>						
<p><b>Computing:</b></p>	<p><b>Computing systems and networks 3</b>  Journey inside a computer</p>							

	Online safety lesson 4
<b>Science:</b>	<p><b>Materials: Rocks and soil</b> Observing the appearance and physical properties of rocks, children compare and group different rock samples. They learn about how fossils and soils are formed and record soil drainage rates in a bar chart</p> <p><b>Energy: Light and shadows</b> Identifying examples of light sources, children learn that light is needed to see and how its absence causes darkness. Children investigate reflection and shadow formation, including how different factors change the shadows observed. They explore how shadows can be used to entertain in the arts and create shadow puppets to recount how different people work or experiment with light.</p>
<b>History or Geography:</b>	<p><b>Why do people live near volcanoes?</b> Children learn that the Earth is constructed in layers, and the crust is divided into tectonic plates. They study the formation and distribution of mountains, volcanoes and earthquakes and use Mount Etna to identify how human interaction shapes a volcanic landscape.</p>
<b>Art &amp; Design or Design Technology:</b>	<p><b>Digital world: Wearable technology</b> Focus on evaluation, use of the virtual micro:bit</p>
<b>Music:</b>	<p><b>Chinese New Year – pentatonic melodies and composition</b> Revising key musical terminology, playing and creating pentatonic melodies, composing a piece of music using layered melodies.</p>
<b>French:</b>	French Playground Games- numbers and age
<b>PSHE/RSE:</b>	Growth Mindset – Mistakes that worked Jigsaw – Healthy Me Kapow Wellbeing Unit lesson 4
<b>RE:</b>	<p><b>Strand:</b> Reality and truth <b>Key Question:</b> Does art help with understanding stories? <b>Religion:</b> Christianity</p>
<b>PE:</b>	Tag Rugby, Tennis

