













Subject Area	Week 1 WB: 4.9.25 (Non-pupils day Tuesday and Wednesday)	Week 2 WB: 8.9.25	Week 3 WB: 15.9.25	Week 4 WB: 22.9.25	Week 5 WB: 29.9.25	Week 6 WB: 6.10.25	Week 7 WB: 13.10.25	Week 8 WB 20.10.25
English 	<p style="text-align: center;">The Beasties - Jenny Nimmo</p> <p style="text-align: center;">Grammar and punctuation: Description tools (adjectives, noun phrases), Adverbials - when, where how, before, after, while Complex sentences</p>					<p style="text-align: center;">Penguins - Penelope Arlon</p> <p style="text-align: center;">Grammar and punctuation: Organisation of a non-fiction text Interesting sentence constructions Writing an introduction Begin to use paragraphs</p>		
Mathematics 	<p style="text-align: center;">Number: Place Value</p>				<p style="text-align: center;">Number: Addition and Subtraction</p>			
Science <i>Working Scientifically</i> 	<p style="text-align: center;">Skeleton</p> <ul style="list-style-type: none"> Asking relevant questions and using different types of scientific enquiries to answer them. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Talk about criteria for grouping, sorting and classifying (non-statutory). Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions 		<p style="text-align: center;">Movement</p> <ul style="list-style-type: none"> Recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations (non-statutory). Communicate their findings in ways that are appropriate for different audiences (non-statutory). 		<p style="text-align: center;">Nutrition and diet</p> <ul style="list-style-type: none"> Talk about criteria for grouping, sorting and classifying (non-statutory). Using straightforward scientific evidence to answer questions or to support their findings. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Identifying differences, similarities or changes related to simple scientific ideas and processes. Using straightforward scientific evidence to answer questions or to support their findings. 		<p style="text-align: center;">Assessment</p>	<p style="text-align: center;">Consolidation</p>
Computing 	<p style="text-align: center;">Coding</p>						<p style="text-align: center;">Graphical modelling</p>	
PE Games 	<p style="text-align: center;">Rounds Cross country Netball</p>							
History 	<p style="text-align: center;">Anglo Saxons, Picts and Scots</p>							

Long Term Plan: PACE Planner Autumn Term 1

Year Group: 3

Academic Year: 2025-2026

<p>RE</p> 	<p>People of God What is it like to follow God?</p>							
<p>PSHE</p> 	<p>Relationships How can we be a good friend?</p>							
<p>MFL</p> 	<p>I know how to greet somebody.</p>	<p>I know how to greet somebody.</p>	<p>I know how to tell somebody my name.</p>	<p>I know the French numbers from 1 to 10.</p>	<p>I know how to tell somebody my age.</p>	<p>Discussions using the vocabulary learnt since the beginning.</p>	<p>I know how to talk about animals.</p>	<p>I know how to say what pets I have.</p>
<p>Music</p> 	<p>Developing Notation - How does music bring us closer together?</p>							
<p>Art</p> 	<p>Sketching skills, exploring different types of pencils.</p>	<p>Dinosaur observational drawing and sketching creating lines, tone and texture.</p>	<p>Dinosaur observational drawing and sketching.</p>	<p>Dinosaur observational drawing and sketching.</p>	<p>Dinosaur observational drawing and sketching, including paint.</p>	<p>Children to use their skills to create a dinosaur illustration for a book.</p>		
<p>DT</p> 	<p>Art focus.</p>							

