

Class 3 Essential Knowledge

Autumn 1 2025

Spellings

No weekly tests - instead, pupils will be assessed at the end of the half-term on spelling and word meaning. (w/c 20.10.25)

Autumn 1 Year A

Weekly Spelling List

WEEK 1: Statutory Word List Revision (Y3/4)

different, difficult, disappear, interest, important, increase, often, opposite, ordinary, weight, woman, women

WEEK 2: Words with Silent Letters

doubt, island, lamb, solemn, thistle, knight, knickers, numb, autumn, whistle, debt, isle

WEEK 3: Words with Silent Letters

thumb, aisle, gnome, kneel, design, knuckle, knew, wrist, climb, know, knowledge, reign

WEEK 4: Words with 'ough'

cough, dough, enough, bought, though, drought, sought, thought, tough, thorough, rough, although

WEEK 5: Words ending in 'able' and 'ible'

terrible, possible, edible, reversible, invincible, legible, forgivable, disposable, enjoyable, valuable, breakable, agreeable

WEEK 6: Statutory Word List Revision (Y3/4 & 5/6)

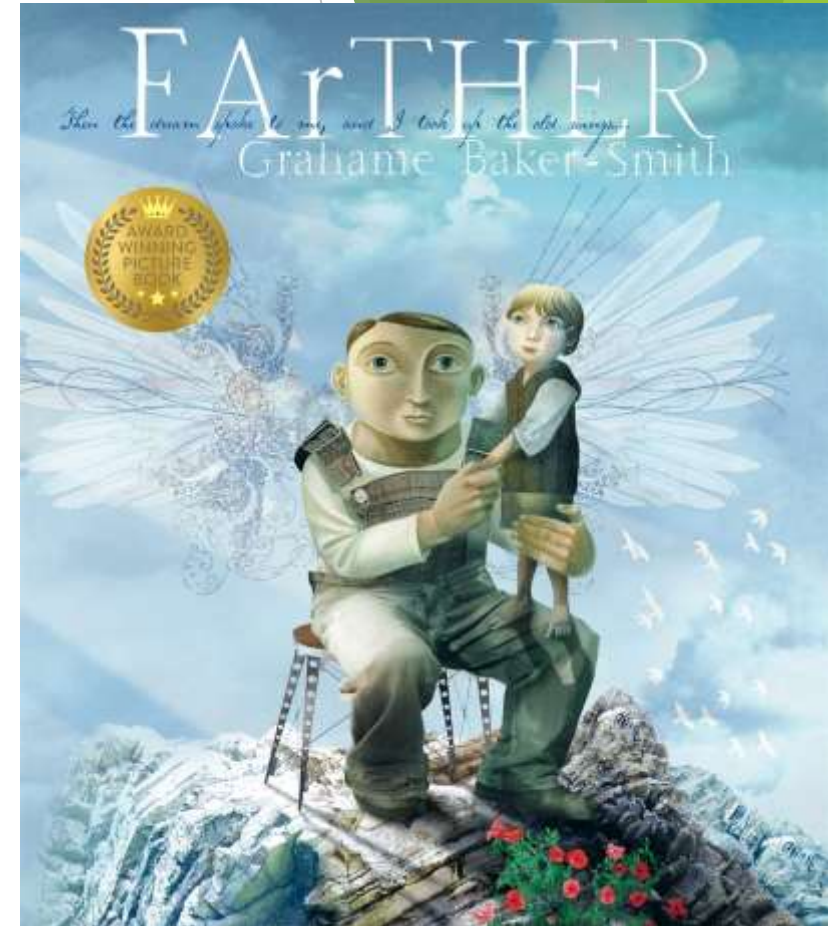
accidentally, actually, apparent, especially, frequently, necessary, occasionally, particular, sufficient, therefore

Writing & SPaG

In English lessons, we are looking at the story 'FarTher' by Grahame Baker-Smith. Our writing outcomes will be a recount letter and a setting narrative and we will be focusing on using different parenthesis to add information as well as using expanded noun phrases and modal verbs to enhance details.

B
Vehicle Text
FARThER
Writing Outcome & Writing Purpose
Non-Fiction Outcome: Letter Purpose: To recount
Grammar: Word
Build on previous units & focus on: Develop an understanding of the use of verb prefixes
Grammar: Sentence
Build on previous units & focus on: Indicate degrees of possibility using modal verbs
Grammar: Text
N/A
Grammar: Punctuation
Build on previous units & focus on: Indicate parenthesis using dashes Indicate parenthesis using commas Commas after fronted adverbials (reinforce from Y4)

B
Vehicle Text
FARThER
Writing Outcomes & Writing Purpose
Narrative Outcome: Setting Narrative Purpose: To narrate Non-Fiction Outcome: Letter Purpose: To recount
Grammar: Word
Build on previous units & focus on: Develop an understanding of the use of verb prefixes
Grammar: Sentence
Build on previous units & focus on: Indicate degrees of possibility using modal verbs Expanded noun phrases to convey complicated information concisely
Grammar: Text
Develop understanding in using devices to build cohesion within a paragraph
Grammar: Punctuation
Build on previous units & focus on: Indicate parenthesis using dashes Indicate parenthesis using commas Indicate parenthesis using brackets (WO2) Commas after fronted adverbials (Y4 consolidation)



Maths - Miss Hunter

Week 2 & 3 - Addition & Subtraction

Step 1 Mental strategies

Step 2 Add integers

Step 3 Subtract integers

Step 4 Inverse operations and missing numbers

Step 5 Reason from known facts

Week 4 - 7 - Multiplication & Division

Step 1 Multiples

Step 2 Common multiples

Step 3 Factors

Step 4 Common factors

Step 5 Rules of divisibility

Step 6 Prime numbers

Step 7 Square and cube numbers

Step 8 Multiply by 10, 100 and 1,000

Step 9 Divide by 10, 100 and 1,000

Maths - Mrs Skinner

Week 1-7 Place Value

Step 1	Roman numerals to 1,000
Step 2	Numbers to 100,000
Step 3	Numbers to 1,000,000
Step 4	Read and write numbers to 1,000,000
Step 5	Numbers to 10,000,000
Step 6	Read and write numbers to 10,000,000
Step 7	Powers of 10
Step 8	Partition numbers to 10,000,000

History

Anglo-Saxons Knowledge to be explicitly taught

- The Anglo-Saxons were groups of Germanic invaders who established kingdoms in England after the Romans left.
- The Anglo-Saxons established seven kingdoms which eventually became five, then three. By ~AD 1000 England was united for the first time under one Anglo-Saxon king.
- The term 'Anglo-Saxon' refers more generally to the period of English history from AD 410 to 1066, and includes the history of people in England with lots of backgrounds.
- Place names in the UK today derive from Old English words used by Anglo-Saxons.
- Sutton Hoo was the burial site of an Anglo-Saxon king, discovered by archeologists in 1939.
- Archaeological evidence reveals that the transition from Anglo-Saxon beliefs to Christianity was slow and complicated for individuals.
- Archaeological evidence reveals that the Anglo-Saxons were skilled craftsmen who traded with countries as far east as India and Sri Lanka.
- The items the king was buried with show he wanted to present himself as having physical, economic, intellectual and informal power.
- Hilda of Whitby was an important woman at the time, but her legacy has often been overlooked since.
- Children had an important role to play in daily life and were expected to help with domestic jobs, tend to animals, and assist with farming.
- The working class was made up of peasants and serfs who were not slaves but had to work for their lord.

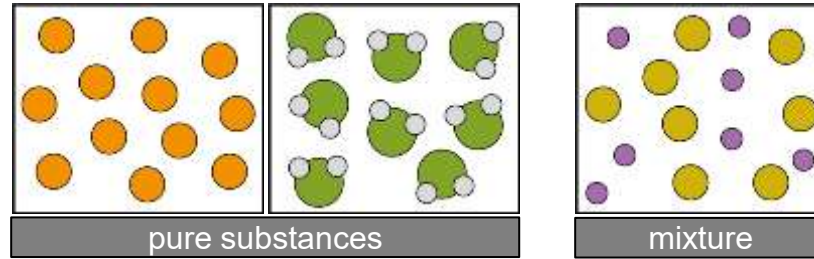


Science - Chemistry - Separating Mixtures

Mixtures and pure substances

A **pure substance** is one that contains only one substance.

A **mixture** contains two or more substances that can be separated.

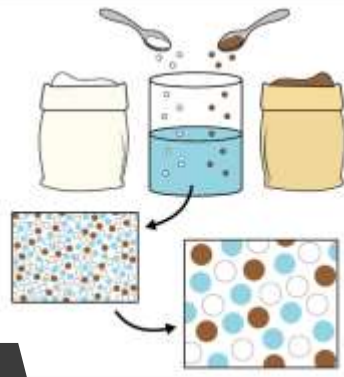


Solutions

Some materials (**solutes**) can be **dissolved** in other materials (a **solvent**). The **mixture** created is called a **solution**.

When no more solute can dissolve in the solution, it is a **saturated** solution.

If a solid does not dissolve in a solvent, it is **insoluble**.



Reversible and irreversible changes

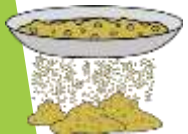
An **irreversible change** is a change that **cannot be undone**, like burning candles or shredding paper.

A **reversible change** is a change that **can be undone**, like dissolving sugar in water. We can separate the solution and get the sugar and water back.

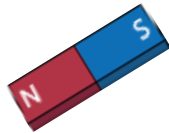
Separating mixtures

There are many techniques that we can use to separate mixtures.

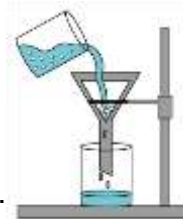
The technique used depends on what you are trying to separate.



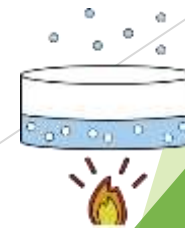
Use a **sieve** to separate different sized solids, or a large insoluble solid and liquid.



Use a **magnet** to separate magnetic and non-magnetic materials.



Use **filtration equipment** to separate small insoluble solids from liquids.



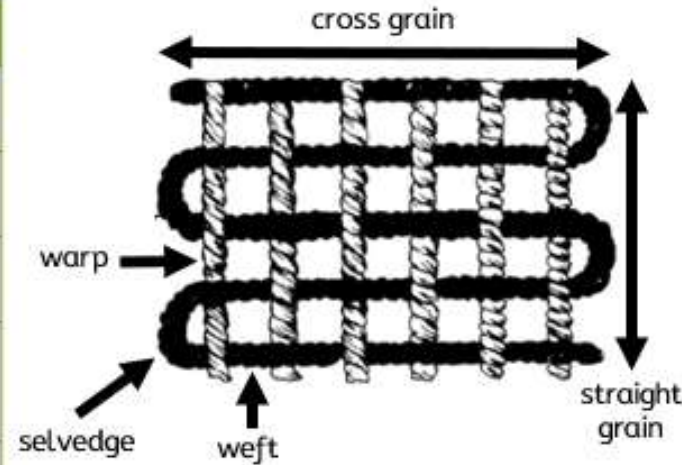
Evaporation can separate a soluble substance from the solvent, like sugar and water.

Design and Technology

Reproduce a scene from the Bayeux Tapestry, selecting appropriate fabrics and stitching techniques, joining together in a whole class project.

Parts of a fabric

Stitch	Purpose
warp	The threads in a fabric that run up and down.
weft	The threads in a fabric that run left to right.
selvedge	The self-finished edge of a piece of fabric.
straight grain	The fabric does not stretch much in this direction.
cross grain	The fabric is more stretchy in this direction.



Types of stitches



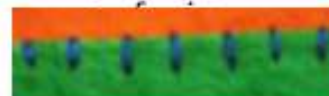
Running Stitch
Used for hemming, tacking and embroidery.

Back Stitch
A strong stitch that makes an attractive continuous line.



Blanket Stitch
Used for decorative edging and hems.

Over Stitch
Good for sewing seams, especially if the fabric is prone to fraying.



R.E

Our I wonder question for this half term is:
'What does it mean to be Muslim in Britain today?'

Pupils will learn about being a follower of the Muslim religion, including exploring the five pillars of Islam and the importance of these to Muslim believers. Pupils will gain a greater understanding of Islam through looking at the Qur'an and the traditions and rituals expected in the Mosque.

