

Class 3 Essential Knowledge

Autumn 1 2026

Spellings

Autumn 1 Year B

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

exercise, experience, experiment, extreme, famous, favourite, February, forward, forwards, fruit

WEEK 2: Homophones

aloud, allowed, herd, heard, here, hear, which, witch, whether, weather, past, passed

WEEK 3: Homophones

there, their, they're, to, too, two, affect, effect, through, threw, court, caught

Week 4: Adding suffixes to words ending in 'fer'

refer, referred, referring, referral, referee, prefer, preferred, preference, preferential, transfer, transferred, transferring, offer, offering, offered

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

impossible, terrible, horrible, visible, audible, sensible, flexible, gullible, enjoyable, comfortable, reasonable, unacceptable, dependable, desirable, inevitable, reliable

Week 6: Statutory Word List Revision (Y5/6) - The Letter 'A'

accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward

Spelling

Homework will be sent home on a **Wednesday** (based on the learning from that week) and due the next **Wednesday**. Homework will be looked at in the following Wednesday lesson to aid long-term memory of previously learned spellings. Children are rewarded with Dojos for completion.

English (Guided Reading, Writing & SPaG)

This half-term, our focus will be on our non-fiction writing based on Ancient Rome. We will use the book below for the majority of our Guided Reading and English lessons with a focus on expanding vocabulary on our history topic.



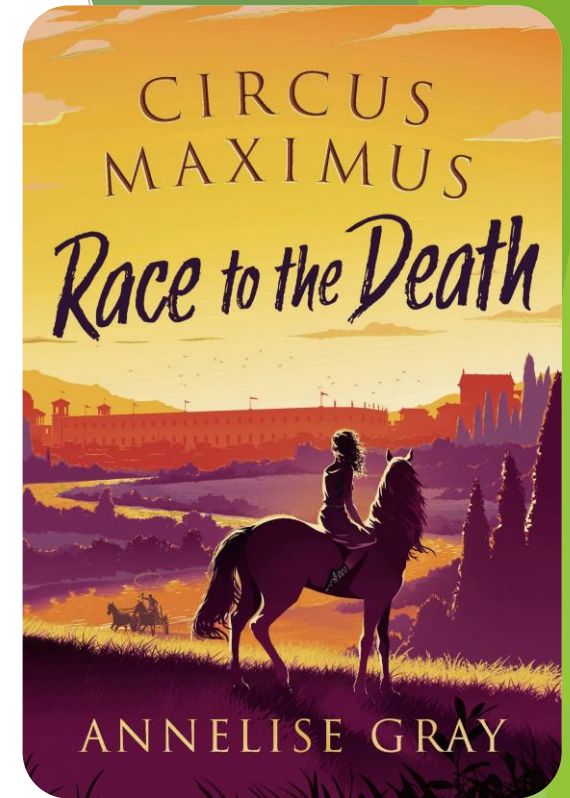
By enhancing vocabulary, children will be able to re-cap and focus on the foundations of punctuation grammar content to ensure that sentence structure and composition is well understood before applying more complex techniques.

Punctuation & Grammar

- Word Classes - *Noun, Verb, Adjective & Adverb*
- Expanded Noun Phrases
- Subordination and coordination in sentences (*clauses*)
- Statement Forms - *command, question, exclamation & statement*
- Tenses - Present & Past
- Simple and Complex Sentences
- Subject & Object
- Relative Pronouns & Clauses

Writing Outcomes:

- Non-chronological Report
- Formal Presentation



Our Class Read (reading for pleasure book) is *Race to the Death* by Annelise Gray. This links to our topic of Ancient Rome.

Maths

Weeks 1 - 3 Place Value

Step 1 Numbers to 1,000,000

Step 2 Numbers to 10,000,000

Step 3 Read and write numbers to 10,000,000

Step 4 Powers of 10

Step 5 Number line to 10,000,000

Step 6 Compare and order any integers

Step 7 Round any integer

Step 8 Negative numbers

Weeks 4 - 6 Addition, Subtraction & Multiplication

Step 1 Add and subtract integers

Step 2 Common factors

Step 3 Common multiples

Step 4 Rules of divisibility

Step 5 Primes to 100

Step 6 Square and cube numbers

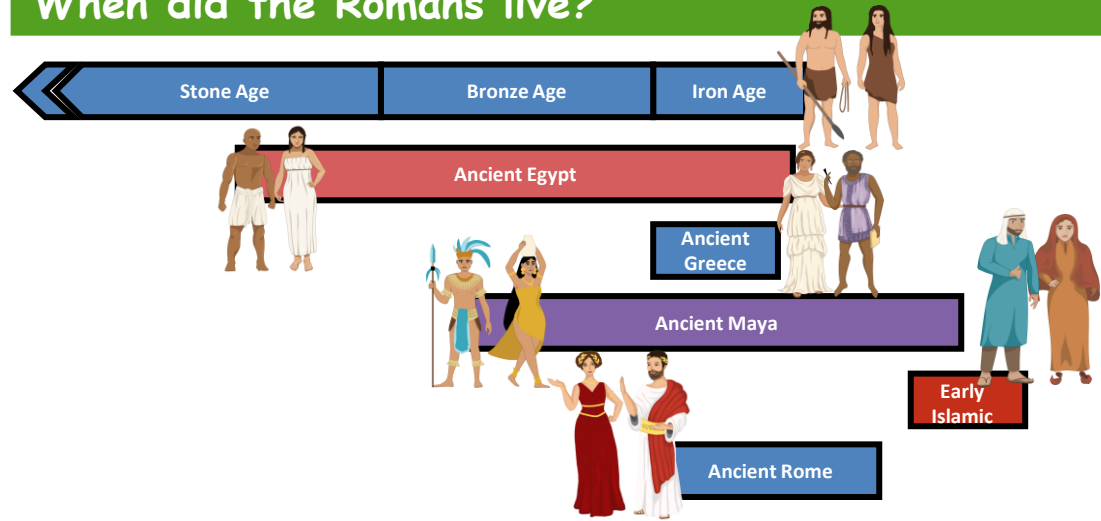
Step 7 Multiply up to a 4-digit number by a 2-digit number

Step 8 Solve problems with multiplication

Please log on to Times Tables Rockstars (TTRS)! Times tables up to 12×12 are essential for the Year 5 & 6 National Curriculum and underpin many other topics, including fractions, percentages and formal written methods. 5-10 minutes of daily practice can make a huge difference in understanding these concepts. Logins and passwords are in Reading Record Books.

History - Ancient Rome

When did the Romans live?



The 'Romans' were a diverse group

- The Roman empire covered a large area of land, which included lots of people. Many languages were spoken.
- The 'Romans' includes different groups of people, who would have all had different experiences:
 - **Citizens**, including **patricians** (richer), **plebeians** (poorer) and **legionary** soldiers.
 - **Non-citizens**, including **auxiliary** soldiers and **slaves**, and other people who lived in lands taken over by the Romans.

Where did the Romans live?



At its peak, the Roman world covered parts of Europe, northern Africa and western Asia.

How did ancient Rome change over time?

The Roman world changed over time:

- Its **government** changed. Kings were replaced by a republic, which was replaced by a dictatorship, which became an empire.
- Its **religious beliefs** changed. Early Roman religion drew on ancient Greek gods. Later, Christianity became the official religion of the empire.
- It developed ideas in **science and technology**, like roads and medicine - but Romans often borrowed and built upon the ideas of other civilisations!

PSHE - Being Me in My World



BEING ME IN MY WORLD

Jigsaw Jez's Journey

How does my world compare to other children's worlds?

self-respect
courtesy
manners
appreciation
empathise



conflict
prejudice
persecution

I will learn about...

- setting personal goals and facing challenges positively
- being a citizen of my school and of my country
- rights and responsibilities
- democracy and having a voice in my school
- the consequences of different behaviour choices on a person and the people around them
- our Learning Charter

I will explore...

- what I value about my school
- empathy for others
- how my actions affect people
- ways of working together
- taking part in decisions
- helping others through our Learning Charter

vision
opportunities
motivation

wealthy
privilege
deprive
denied

asylum
migrants
refugee

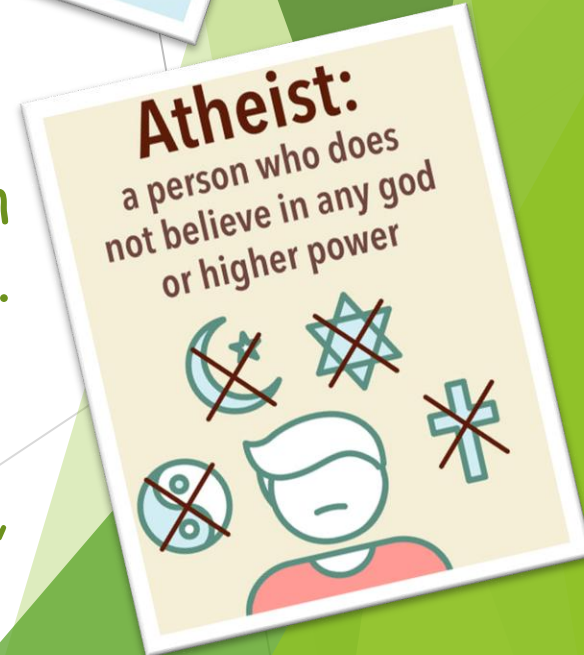
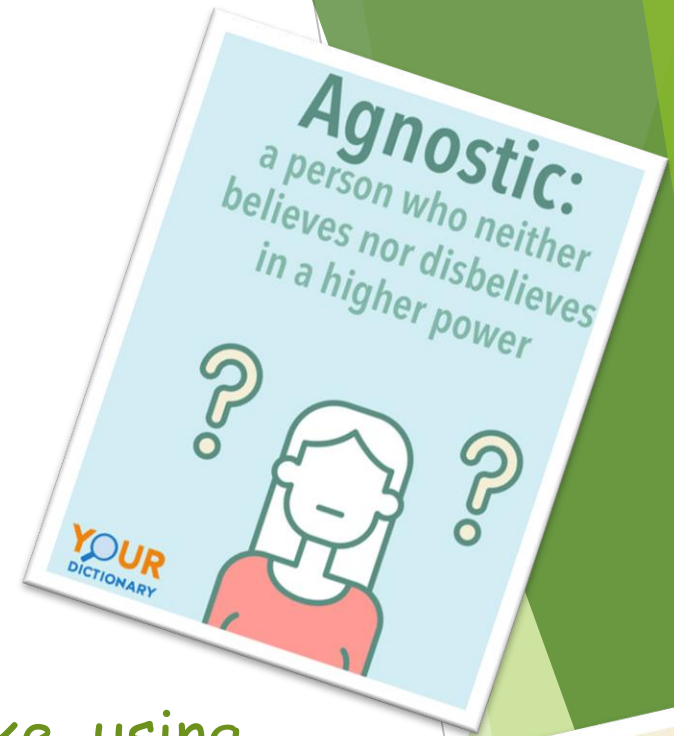
Religious Education

This half-term, our big question is:

Why do some people think God exists?
Christians and non-religious (e.g. Humanists)

I can:

- outline a Christian understanding of what God is like, using examples and evidence.
- give examples of ways in which believing in God is valuable in the lives of Christians and ways in which it can be challenging.
 - express thoughtful ideas about the impact of believing or not believing in God on someone's life.
- present different views on why people believe in God or not, including my own ideas.



Science -Energy

Energy stores

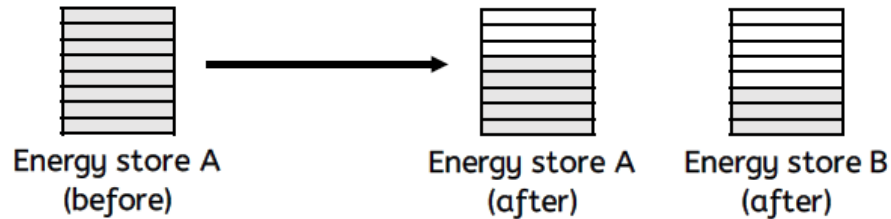
There are different types of energy stores. Two examples are:

- **chemical energy store:** coal, oil, gas, the Sun, cells, and food are all chemical energy stores.
- **thermal energy store:** if the thermal energy store of the air increases, we will feel it become warmer.

Energy stores and transfers

Energy can be moved from one store to another.

The energy removed from one store will be equal to the energy gained by another store or stores.



Can energy be used up?

Energy cannot be used up. An energy resource can be used up. For example, we will run out of fossil fuels one day.

Food chains

The Sun is a **chemical energy store**. Light from the Sun travels to Earth, and producers use this light to produce their own food. This is their chemical energy store.

When consumers eat producers and other consumers, not all of the chemical energy is passed on along the food chain.

There are two reasons for this:

1. Not all of the organism is eaten
2. Some energy is transferred to the thermal energy store of the air. This happens when we move.

Circuits



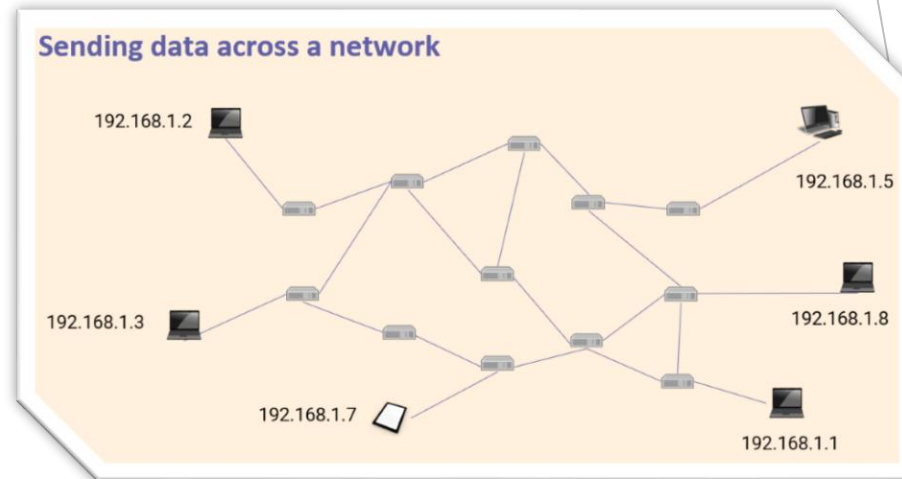
In a circuit that has a cell, the cell is the chemical store of energy. This store will decrease the longer the circuit is connected.

In a complete circuit with a bulb, the bulb gets hot. Energy is transferred to thermal energy store in the air surrounding it.

Computing - Communication and Collaboration

In this unit, the children will learn how the internet helps people communicate and work together. They will explore how information is sent across the internet, including how websites are accessed and how data is transferred between devices.

Children will use online tools to collaborate on shared projects, investigate different ways of communicating using technology and consider which methods are most suitable for different purposes. They will also learn about online safety, including how to protect personal information, communicate responsibly and report any inappropriate content they encounter online



Art - Illustration

Narrative art or illustration?

There are different ways that art can be used to help tell a story. Narrative art is usually a single image which aims to tell a story on its own. This is a traditional form of artwork, and many famous examples tell stories from the Bible or from mythology.



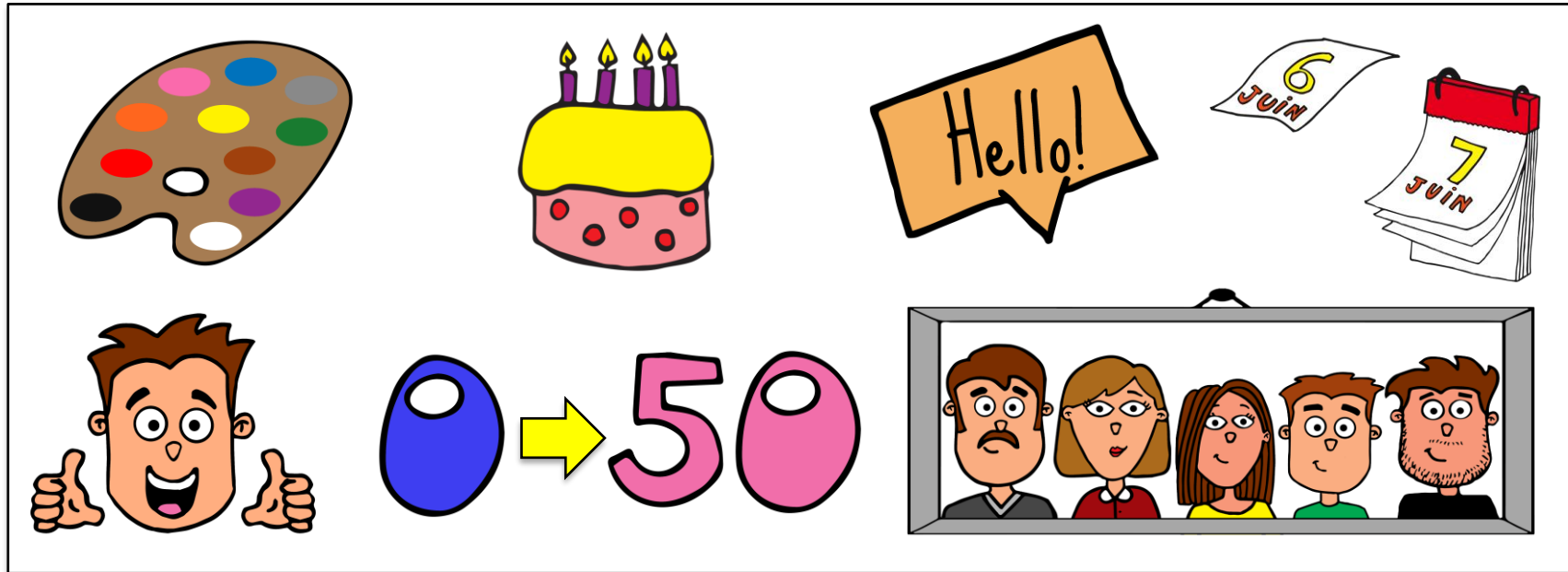
Illustration is more usually seen accompanying text. There are many famous examples from children's books. Comic books and graphic novels tell stories visually.

Using a storyboard

Comic books and graphic novels are stories told visually, with text secondary in importance to illustrations. They are often presented in storyboard form. A storyboard can also be used by a writer or an artist to help them plan their work.



French - The Basics



- salutations
 - les nombres 0-50
 - l'âge
 - les couleurs
 - ma famille
 - la date
 - anniversaire
- Comment ça va?
 - Comment tu t'appelles?
 - Quel âge as-tu?
 - Quelle est ta couleur préférée?
 - AS-tu des frères ou des sœurs?
 - Quelle est la date de ton anniversaire?
 - Quelle est la date aujourd'hui?

Music

Music will be taught off-timetable for one after-noon towards the end of term.

Knowledge Organiser – Livin' On A Prayer – Year 5, Unit 1

1 – Listen & Appraise: Livin' On A Prayer (Rock)

Structure: Intro, verse 1, bridge, chorus, intro, verse 2, bridge, chorus, guitar solo, bridge, chorus.

Instruments/voices you can hear: Lead vocal, electric guitar, bass guitar, drums, keyboard.

Can you find the pulse as you are listening? Is the tempo fast, slow or inbetween? Dynamics? Texture?

2 – Musical Activities using glocks and/or recorders

Warm-up games play and copy back using up to 3 notes – G, A + B.

Bronze: G | Silver: G + A | Gold: G, A + B. challenge.

Which challenge did you get to?

Singing in unison.

Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using G, A + B or D, E, F# + G

Which part did you play?

Improvise using up to 3 notes – G, A + B.

Bronze: G | Silver: G + A | Gold: G, A + B challenge.
Which challenge did you get to?

Compose a simple melody using simple rhythms choosing from the notes G, A + B or G, A, B, D + E (Pentatonic Scale).

3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

The performance will include one or more of the following:

Improvisations • Instrumental performances • Compositions

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About this Unit

Theme: Rock anthems.

Facts/info:

- Livin' on a Prayer is a Rock song that was released in 1986.
- The words tell us about life in the 1980's.

Listen to 5 other rock songs:

- We Will Rock You by Queen
- Smoke On The Water by Deep Purple
- Rockin' All Over The World by Status Quo
- Johnny B. Goode by Chuck Berry
- I Saw Her Standing There by The Beatles

Vocabulary: Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose

Reflection

What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?

Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?

What are the 'style indicators' of Rock music?
How do you know this is Rock music?