

Expressive Arts

Understanding how societies and communities change over time.
Evaluating different viewpoints and using evidence to support opinions.
Developing informed ethical and moral reasoning.
Exploring the relationship between rights, responsibilities and citizenship.
Communicating arguments through discussion, enquiry and presentation.
Considering how decisions made in the past continue to influence society today.

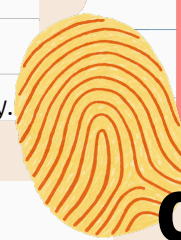


Mathematical Development

During the first term, children will develop their understanding of key mathematical concepts including place value, rounding, decimal numbers, addition, subtraction, multiplication, factors, prime numbers and division, profit, loss credit and debit. They will explore how numbers work, apply different calculation strategies and build confidence in solving problems in a range of specific maths lessons and real-life contexts. At the start of each new area of learning, pupils will complete a short assessment to help identify what they already know and understand. This information will be used to plan learning that is appropriately challenging and responsive to individual needs, ensuring that all children can make progress from their own starting points. Through discussion, practical activities such as the Enterprise Fair and problem-solving experiences, pupils will be encouraged to explain their thinking and develop fluency, reasoning and confidence in mathematics.

Science and Technology

Understanding how scientific knowledge and technological developments influence society.
Using evidence to reach informed conclusions.
Applying critical thinking and problem-solving when investigating questions.
Communicating findings using appropriate scientific and digital methods.
Considering ethical issues surrounding technology, privacy and justice.
Using literacy, numeracy and digital skills in meaningful contexts.



Crime and Punishment

Overview of skills and interests, Autumn term 2026.



Language, Literacy and Communication

For our Crime and Punishment topic, pupils will explore how laws, crimes and punishments have changed over time. They will study a variety of texts, including *The Highwayman* by Alfred Noyes, examining its language, characters and themes through reading, discussion and drama activities. Pupils may write story narratives, newspaper reports and persuasive arguments, take part in debates and mock trials, and consider questions about justice and fairness. These experiences help develop children's reading, writing, speaking and listening skills while encouraging them to think critically about different viewpoints and historical events. Pupils will also be using their persuasive and figurative language skills when planning and executing their Enterprise Fair.

Humanities

Understanding how societies and communities change over time.
Evaluating different viewpoints and using evidence to support opinions.
Developing informed ethical and moral reasoning.
Exploring the relationship between rights, responsibilities and citizenship.
Communicating arguments through discussion, enquiry and presentation.
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Health and Wellbeing

Understanding how their choices and behaviours affect others.
Developing empathy and considering multiple perspectives.
Managing conflict and communicating effectively.
Recognising ways to seek help and support for themselves and others.
Developing resilience, responsibility and self-awareness.
Understanding their role in creating safe, healthy and inclusive communities.

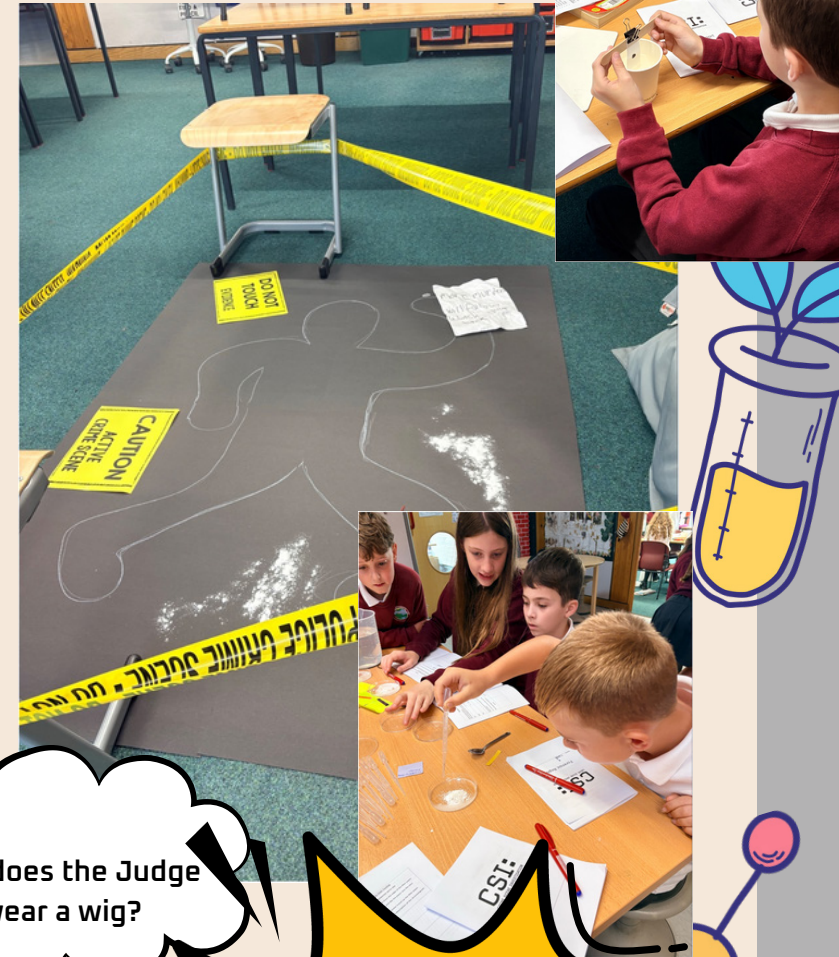
Dear Class 3 Parents

Crime and Punishment

Here is a brief outline of our questions, interests and skills that we will be focusing on this term in our topic 'Crime and Punishment'. The premise for our topic is the English text 'The Highwayman' by Alfred Noyes, but a big focus for us this term will also be our Enterprise Fair and the financial literacy skills used during such a task.

The children's interests were established with a topic 'launch day' at the start of the Autumn term. Here are some of the questions that the children want answered during this topic. They will get added to and changed as the term develops and we will plan some of our writing, maths and science lessons based on these questions.

Overleaf, there is a brief list of skills we plan to cover during the term. This is quite hard to set in stone, as we teach where the children are learning at the time. At the start of a 'new concept' the children will complete a mini quiz (cold task), and then the learning is tailored to the children's answers, but this list is foundations that we will follow. We hope the topic engages the children so that they can make progress across all subject areas in a purposeful, real and meaningful way.



How does the police system work?

Have crimes and punishments changed throughout history?

Do they still use the 'Cat o' nine tails'?

Why does the Judge wear a wig?

Who decides who goes to jail? How does it work?

When did they end execution in the UK?

Who was the worst criminal/crime?

Why do people commit crimes?

Reminder - Class blog.
If the children want to share anything at home - please visit
<https://app.seesaw.me/blog/c32627>