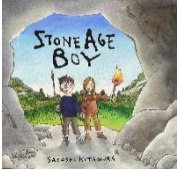


Year 3 Medium Term Plan

Autumn Term (1)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English  	<u>Fiction (Fable):</u> The Tortoise and the Hare <u>Writing Outcome:</u> Write a new fable to convey a moral.		<u>Non- Fiction writing</u> The Stone Age Boy Read the story and create our own dramatic interpretations of what happened. <u>Writing outcome:</u> Diary: Write in the role of historical character. Include feelings and questions of the character to show insight into character. Show rather than tell!		<u>Non-Fiction writing:</u> The Stone Age Boy Week 5: What makes an effective newspaper report? Based on events during the Stone Age (building of Stone Henge). Week 6: Create a newspaper report based on the events of History (building of Stone Henge) – interview with a Neanderthal. <u>Writing outcome:</u> Write a news report of unfolding events. Include detail expressed to engage the viewer/reader (start establishing a viewpoint).	

Grammar	Extending the range of sentences with more than one clause by using a wider range of conjunctions. (when, if, although, however)  SPAG starters (will help to achieve using conjunctions, adverbs, preposition for cause and time depending on genre) Use display in classroom to aid children.  Use and punctuate direct speech  Write in paragraphs. 	I am starting to establish a viewpoint. (start using feelings)  Use lots of adverbials of time, place and cause.  Link the sentences in my paragraph using cohesive devices  I am starting using commas for lists, subordinate clauses and fronted adverbials. 	I do not change my ideas or bunch different ideas within my paragraph. (non-fiction and in narrative for a new location in story)  I stick to the style of the genre. 
Maths	<u>Place Value</u> ● count from 0 in multiples of 100; find 10 or 100 more or less than a given number ● recognise the place value of each digit in a three-digit number (hundreds, tens, ones) ● compare and order numbers up to 1000 ● identify, represent and estimate numbers using different representations ● read and write numbers up to 1000 in numerals and in words ● solve number problems and practical problems involving these ideas	<u>Addition and Subtraction</u> ● add and subtract numbers mentally, including: – a three-digit number and ones – a three-digit number and tens – a three-digit number and hundreds ● add and subtract numbers with up to three digits ● estimate the answer to a calculation and use inverse operations to check answers ● solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction	<u>Multiplication and Division</u> ● recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables ● write and calculate mathematical statements for multiplication and division using the multiplication tables that they know ● solve problems, including missing number problems, involving multiplication and division including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.

RE How do Christians show that 'reconciliation' with God and other people is important?	ENGAGE Lo To understand what reconciliation means.  I can say that reconciliation means bringing two sides together or repairing relationships. I can explain how to mend a friendship.	ENQUIRE Lo to be able to describe what reconciliation looks like in the Parable of the Lost Son.  I know that the father represents God. I can describe how the lost son represents people who make bad choices.	EXPLORE To understand how learning about reconciliation from the Bible inspires Christians.  I can recall the Parable of the Lost Son. I can describe how Christians use the Bible to help them live.	EXPLORE Lo: To understand how Christians show reconciliation with God.  I can describe Christian confession. I know some Catholics speak to a priest individually.	EVALUATE To understand how Christians can be peacemakers like Desmond Tutu.  I know Archbishop Tutu fought against apartheid. I know he helped lead the Truth and Reconciliation Commission. I know Christians believe confession and forgiveness can lead to reconciliation.	EXPRESS Lo: To explain how Christians show that reconciliation with God and other people is important.  I can explain that reconciliation means mending a broken relationship. I can explain that Christians believe God wants them to be peacemakers.
Science Block	<u>Knowledge</u> <u>Rocks and Soil</u> The children will: • Compare and group together different kinds of rocks on the basis of their simple, physical properties. • Relate the simple physical properties of some rocks to their formation			<u>Skills</u> • Observe rocks closely • Classify rocks in a range of ways • Devise a test to investigate the hardness of a range of rocks.		

(3 Weeks)	(igneous, metamorphic or sedimentary). • Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock. • Recognise that soils are made from rocks and organic matter.		• Devise a test to investigate how much water different rocks absorb. • Observe how rocks change over time e.g. gravestones or old buildings. • Observe soils closely. • Observe how soil can be separated through sedimentation.			
History Block (3 Weeks)	<u>Knowledge</u> <u>Stone Age to Iron Age</u> This half term, children will learn about prehistory in Britain, and how we find out about prehistory. They discover what life was like through each of the main time periods of the Stone Age, right through to the Iron Age. Children find out about how civilisation started, how agriculture became a huge driving force for things like stone circles to be built and how different metals such as bronze and iron changed the way we interacted with each other and created huge defensive earthworks that we can even see and walk today.			<u>Skills</u> Children should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.		
PSHE	1.We are learning how our brain and mind work together. We are learning what Neuroplasticity is.	2. We are learning more about the Team in our brain, team HAP. We are learning about why the Amygdala behaves the way it does.	3. We are learning how to train your brain. We are learning why the Amygdala behaves the way it does.	4.We are learning how the brain is structured. We are learning what Neurons and Neural pathways are.	5.We are learning how to look after our brains. We are learning that Happy Breathing is a key way to look after our brains.	
PE (Indoor)	Dodgeball <u>Lesson 1</u> To develop throwing	Dodgeball <u>Lesson 2</u> To develop throwing to get players out.	Dodgeball <u>Lesson 3</u>	Dodgeball <u>Lesson 4</u>	Dodgeball <u>Lesson 5</u> To develop catching skills.	Dodgeball <u>Lesson 6</u> To develop catching skills and

	towards a moving target.		To identify and develop the skills needed to avoid being hit.	To develop and apply dodging skills within a game.		be confident to attempt this within a game.
PE (Outdoor)	Fundamentals <u>Lesson 1</u> To develop balance and apply it to other fundamental movement skills.	Fundamentals <u>Lesson 2</u> To understand how the body moves differently at different speeds.	Fundamentals <u>Lesson 3</u> To develop technique when changing speed.	Fundamentals <u>Lesson 4</u> To develop agility using a change of speed and direction.	Fundamentals <u>Lesson 5</u> To develop technique and control when jumping, hopping and landing.	Fundamentals <u>Lesson 6</u> To apply fundamental skills to a variety of games.
French	<u>Lesson 1</u> To learn the key phonics vowel words Les voyelles Phonics (1) - Focus on single vowel sounds. a-e-i-e-u (y) la banane, le cheval, à midi, le coco, l'univers	<u>Lesson 2</u> To learn basic greetings and giving your name . Voyelles + dipthongues on / ou / au / oi / ui Salut / Bonjour / Au revoir Comment t'appelles tu? (What do you call yourself?) Je m'appelle... (I call myself) ça va? (How's it going?) oui / non fantastique/super (great) très bien merci (very well, thanks) pas mal,	<u>Lesson 3</u> To understand and recall orally the numbers 1-12. Sounds un / eu / oi / in / ui / on / ou <u>Numbers 1-12</u> un deux trois quatre cinq six sept	<u>Lesson 4</u> To practise all new phonics sounds Phonics (2) eu / oi / au / ui / ou / on / in	<u>Lesson 5</u> To ask how old someone is and give own age 1-10 and giving age Quel âge as-tu? (How old are you?) J'ai ... ans (I am ... years old)	<u>Lesson 6</u> To learn classroom instructions (introduction to the 'é' sound in -ez commands) Asseyez-vous, Sortez vos affaires, Regardez, Écoutez, Répétez, Répondez,

		merci (not bad, thank you), ça ne va pas (badly)	huit neuf dix onze douze			Levez la main, Dessinez, Écrivez, Rangez vos affaires, Silence! Levez-vous
Music	<u>Musicianship, pulse, beat and rhythm</u> <u>Lesson 1</u> • Find the pulse • Clap the rhythm • Learn the chant • Add body percussion to the rhythm • Hey You Get with the Flow	<u>Musicianship, pulse, beat and rhythm</u> <u>Lesson 2</u> • Identify 4 Beats in a Bar • Hey You Get with the Flow • Dangerous Rhythm • Downbeat/beat/bar • Crazy Glue	<u>Musicianship, pulse, beat and rhythm</u> <u>Lesson 3</u> • 2 Beats in a Bar • Cup Game	<u>Musicianship, pulse, beat and rhythm</u> <u>Lesson 4</u> • 3 Beats in a bar • Crazy Glue • Cup Game • Happy Birthday • Found a Peanut	<u>Musicianship, pulse, beat and rhythm</u> <u>Lesson 5</u> • 6 Beats in a Bar • Oranges and Lemons • Hullabaloo belay	<u>Musicianship, pulse, beat and rhythm</u> <u>Lesson 6</u> • Recognising Time Signatures • Hullabaloo belay • Dipidu
Computing	Common Sense Education Online Safety Lesson 1 - Your Rings of	Common Sense Education Online Safety Lesson 2 - Our Digital Citizenship Pledge	Common Sense Education Online Safety Lesson 3- This Is Me	Common Sense Education Online Safety Lesson 4 - Password Power-Up	Common Sense Education Online Safety	Common Sense Education Online Safety

Responsibility

How do digital citizens take responsibility for themselves, their communities, and their world?

What makes a strong online community?

How does what I post online affect my identity?

How can a strong password help protect your privacy?

Lesson 5 - The Power of Words

What should you do when someone uses mean or hurtful language on the internet?

Lesson 6 - Is Seeing Believing?

Why do people alter digital photos and videos?