



Year 3 – Autumn 1 Medium Term Plan
Topic: Scavengers and Settlers



| <u>Jobs for the Term</u> | <u>Key Dates/Events</u> | <u>Further Enrichment</u> |
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| <ul style="list-style-type: none"> Trusted adult list Behaviour and Attitude Sign home-school links books Class charter (including 4 Rs and school rules) School Council House team Captain and Vice-Captain elections Subject reps (inform children) Topic booklet for parents Buddy mentoring (CH and AM to organise) Performance management target setting Pupil progress meeting English, Maths and Standards Scrutiny Autumn 1 OTrack assessment Autumn 1 classtrack assessment | <ul style="list-style-type: none"> National Coding Week Macmillan Coffee Morning Black History Month Red, White and Blue Day World Mental Health Day Harvest Festival | <ul style="list-style-type: none"> Entry point - Stone age Workshop Exit point - Sharing work Class Story - Stone Age Boy Homework PE - Golden Mile, Go Noodle/Yoga, BBC Supermovers Science - Explorify |
| <u>English (Reading / Spoken Language)</u> | <u>English (Writing)</u> | <u>English (Grammar and Phonics)</u> |
| <p>Focus: The following reading objectives are taken from the National Curriculum and will be taught throughout guided reading lessons and applied across the curriculum:</p> <p>TLC: Can I predict what might happen? TLC: Can I retrieve information from Non-fiction? TLC: Can I join in discussion about books that are read to me? TLC: Can I take in turns and listen to what people say?</p> <p>The following spoken language objectives are taken from the National Curriculum and will be taught and embedded throughout english lessons and across the curriculum:</p> <p>TLC: Can I speak audibly and fluently with an increasing command of Standard English? TLC: Can I listen to and respond appropriately to adults and</p> | <p>Focus:</p> <p><u>Handwriting</u> TLC: Can I use the diagonal and horizontal strokes to join letters? TLC: Can I understand which letters, when adjacent to one another, are best left unjoined? TLC: Can I increase the legibility, consistency and quality of my handwriting?</p> <p><u>Writing</u> Talk4Writing ('There and Back Again' Story)</p> <ul style="list-style-type: none"> Cold Task – Create a 'There and Back Again' story Imitate – There and back again story (text) Innovate – There and Back Again story (alteration) Independent - There and Back Again story (Assessed piece in tracking) | <p>Focus:</p> <p><u>Grammar</u> TLC: Can I identify and understand word classes adjectives, nouns, verbs and adverbs? TLC: Can I understand and use prefixes? TLC: Can I understand and use suffixes? TLC: Can I understand and use coordinating conjunctions? TLC: Can I understand and use subordinating conjunctions?</p> <p><u>Spelling</u></p> <p>List coverage:</p> <ul style="list-style-type: none"> TLC: Can I spell using words from the Y3/4 statutory word lists? (statutory word list) TLC: Can I spell words with the 'u' sound spelt 'ou'? (List 1) TLC: Can I spell words with the 'i' sound spelt 'y'? (List 2) |



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their peers?
TLC: Can I use relevant strategies to build my vocabulary?

TLC: Can I create a 'There and Back Again' story?
TLC: Can I imitate a 'There and Back Again' story?
TLC: Can I text map a 'There and Back Again' story?
TLC: Can I recall a 'There and Back Again' story?
TLC: Can I plan, write and edit a 'There and Back Again' story? (Innovate)
TLC: Can I plan, write and edit a 'There and Back Again' story? (Independent)

- TLC: Can I spell words with the ending 'ure'? (List 3)
- TLC: Can I spell words with the ending 'tion'? (List 4)
- TLC: Can I spell words with the 'k' sound spelt 'ch'? (List 5)
- TLC: Can I spell words with the 'sh' sound spelt 'ch'? (List 6)

Maths

Focus:

Place Value

Cold Task - Place Value

TLC: Can I represent numbers to 100?
TLC: Can I add using tens and ones?
TLC: Can I count in 100s?
TLC: Can I represent numbers up to 1000 (Concrete)?
TLC: Can I identify and represent 3 digit numbers?
TLC: Can I represent numbers in 100s,10s and 1s?
TLC: Can I use number lines to 100?
TLC: Can I use number lines to 1,000?
TLC: Can I find 1, 10, 100 more or less?
TLC: Can I compare objects to 1,000?
TLC: Can I compare numbers to 1,000?
TLC: Can I order numbers to 1,000?
TLC: Can I count in 50s?

Hot Task - Place Value

Focus:

Addition and Subtraction

Cold Task - Addition and Subtraction

TLC: Can I add and subtract multiples of 100?
TLC: Can I add and subtract 1s?
TLC: Can I add and subtract 3-digit and 1-digit numbers?
TLC: Can I add a 2-digit and 1-digit number?
TLC: Can I add a 3-digit and 1-digit number?
TLC: Can I subtract 1-digit numbers from 2-digit numbers?
TLC: Can I subtract a 1-digit number from 3-digit numbers?
TLC: Can I add and subtract 3-digit numbers and 2-digit numbers?
TLC: Can I subtract a 2-digit number from a 3-digit number?
TLC: Can I add and subtract 100s?
TLC: Can I identify and discuss number patterns?
TLC: Can I add two 2-digit numbers?
TLC: Can I subtract a 2-digit number from a 2-digit number?
TLC: Can I add and subtract 2-digit and 3-digit numbers?
TLC: Can I subtract a 2-digit number from a 3-digit number?
TLC: Can I add two 3-digit numbers?
TLC: Can I estimate answers to calculations and check them?

Hot Task - Addition and Subtraction

Focus:

Additional Maths Teaching

Daily:

- Counting
- Learn Its
- Arithmetic practise

Weekly:

- Times tables carousel lesson
- Arithmetic test
- Times Tables grids/written questions test
- Rapid recall boards/fact family
- Problem of the week.



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| <u>Art</u> | <u>Computing</u> | <u>Design and Technology, Cooking and Nutrition, Enterprise including STEM</u> |
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| <p>Focus:</p> <p><u>Painting</u></p> <p>TLC: Can I evaluate artwork by Faith Ringgold? TLC: Can I talk about early art forms? TLC: Can I effectively mix primary colours to create secondary colours? TLC: Can I identify, name and create warm and cool colours? TLC: Can I experiment with hand placement and pressure to produce controlled shapes and lines? TLC: Can I research and sketch Stone age animals? TLC: Can I experiment with water and water colours to understand the amount needed to make an effect? TLC: Can I begin to use watercolour paint to add detail? TLC: Can I paint to produce washes for backgrounds? TLC: Can I use my sketch to create a silhouette? TLC: Can I compare artwork by Faith Ringgold against Stone age art? TLC: Can I create and evaluate my own stone age art?</p> | <p>Focus:</p> <p><u>Coding 3.1</u></p> <p>TLC: Can I define coding vocabulary? TLC: Can I follow instructions to create code? TLC: Can I make a real-life situation into an algorithm for a program? TLC: Can I identify an error in a program and fix it? TLC: Can I experiment with timers in my programs? TLC: Can I read programs with several steps and predict what it will do?</p> <p><u>Online safety 3.2</u></p> <p>TLC: Can I explain the importance of keeping safe online and behaving respectfully? TLC: Can I create a poster to promote e-safety? TLC: Can I create a secure password? TLC: Can I explain the importance of a secure password and not sharing it with others?</p> | <p>Focus:</p> <p><u>Structures/STEM</u></p> <p>TLC: Can I show my ideas using a labelled sketch? TLC: Can I identify and select suitable materials to build a structure? TLC: Can I select suitable tools to build a structure? TLC: Can I evaluate and suggest improvements to a structure? TLC: Can I consider the views of others to improve my work?</p> |
| <u>French (Languages)</u> | <u>Geography</u> | <u>History</u> |
| <p>Focus: Core Vocabulary and Phonetics</p> <p><u>Phonics Lessons 1 and 4 (taught together)</u></p> <p>TLC: Can I identify the key sounds of the French alphabet?</p> <p><u>Phonics Lesson 2</u></p> <p>TLC: Can I identify the key accents of the French alphabet?</p> <p><u>Phonics Lesson 3</u></p> | <p>Focus:</p> <p>Mapwork:</p> <p>TLC: Can I use the 8 points of a compass to describe different points on a map?</p> | <p>Focus:</p> <p><u>Early Humans</u></p> <p>Key Question: How did daily life change in Britain from the Stone Age to the Iron Age?</p> <p>Auxiliary Question 1: What was life like in the stone age? TLC: Can I group items according to their era? TLC: Can I retrieve and record information re: Skara Brae? Auxiliary Question 2: What key changes occurred during the stone age to the iron age?</p> |



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| <p>TLC: Can I use my knowledge of letter sounds to say individual words?</p> <p><u>Numbers</u> TLC: Can I listen to and understand French numbers?</p> <p><u>Days of the Week</u> TLC: Can I listen to and understand French days of the week?</p> <p><u>Months of the Year</u> TLC: Can I listen to and understand French months of the year?</p> | | <p>TLC: Can I order events on a timeline? TLC: Can I use simple sources to gather information? Auxiliary Question 3: What are the key differences between life in the stone age and the iron age? TLC: Can I compare shelters from the stone age to the iron age? TLC: Can I design a Celtic shield?</p> <p><u>Black History - Nelson Mandela</u> TLC: Can I understand the importance of Nelson Mandela?</p> |
| <p><u>Music</u></p> | <p><u>Physical Education</u></p> | <p><u>Personal, Social and Health Education</u></p> |
| <p><u>Focus:</u></p> <p><u>Let Your Spirit Fly (Charanga)</u> TLC: Can I identify the instruments and voices in the song Let Your Spirit Fly? (Listen) TLC: Can I create and record an RnB rhythm using simple symbols? (Transcribe) TLC: Can I appraise an RnB song? (Let Your Spirit Fly; Appraise) TLC: Can I recognise and record a minim and a dotted minim? (Transcribe) TLC: Can I find the pulse and notice its changes while listening to Colonel Bogey March? (Listen) TLC: Can I write and recognise note E on the music staff? (Transcribe) TLC: Can I compose simple rhythms with a song Let Your Spirit Fly? (Compose) TLC: Can I improvise using C to improve the performance of Let Your Spirit Fly? (Improvise) TLC: Can I contribute to the performance of Let your Spirit Fly by playing an instrument or improvising? (Perform)</p> <p><u>Composer of the Month</u></p> | <p><u>Focus:</u></p> <p><u>Athletics</u> TLC: Can I apply movement skills to improve speed and control when sprinting? TLC: Can I apply running technique to improve flow in relay? TLC: Can I pace myself and complete a cross country run? TLC: Can I explain and demonstrate a good technique for hurdling? TLC: Can I throw a javelin accurately? TLC: Can I explain and apply a good technique for a long jump? TLC: Can I perform a long jump with force and land with control?</p> | <p><u>Focus:</u></p> <p><u>Celebrating difference (3.2)</u> a) PSHE b) Social and Emotional Development Learning</p> <p>Jigsaw Piece 1: a) Can I understand that everybody’s family is different and important to them? b) Can I appreciate my family/the people who care for me?</p> <p>Jigsaw Piece 2: a) Can I understand that differences and conflicts sometimes happen among family members? b) Can I explain how to calm myself down and can I use the ‘Solve it together’ technique?</p> <p>Jigsaw Piece 3: a) Can I explain what it means to be a witness to bullying? b) Can I use some ways of helping to make someone who is bullied feel better?</p> |



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TLC: Can I explain how Mozart’s music is different from contemporary music and why?
TLC: Can I use a map to show in what countries Grieg lived and performed?

Jigsaw Piece 4:

- a) Can I explain how witnesses can make the situation better or worse by what they do?
- b) Can I problem-solve a bullying situation with others?

Jigsaw Piece 5:

- a) Can I recognise that some words are used in hurtful ways?
- b) Can I try hard not to use hurtful words?

Jigsaw Piece 6:

- a) Can I tell about a time when my words affected someone’s feelings and what the consequences were?
- b) Can I give and receive compliments and know how this feels?

Religious Education

Science including STEM

Focus:

3.1 Remembering

TLC: Can I explore how people celebrate?
TLC: Can I investigate the significance of a religious festival (Islam Eid / Diwali)?
TLC: Can I compare religious festivals?
TLC: Can I explore ideas of forgiveness?
TLC: Can I explore how people express their belief through personal artifacts?
TLC: Can I identify ways in which diverse communities can live together?

Focus:

Light

TLC: Can I identify light sources?
TLC: Can I understand that I need light in order to see?
TLC: Can I explore what happens when light is reflected?
TLC: Can I create shadows and use results to draw simple conclusions?
TLC: Can I use scientific vocabulary to explain how shadows change?
TLC: Can I record findings using labeled diagrams?
TLC: Can I make simple predictions about the shadows?
TLC: Can create a poster about light?