



Year 3 – Autumn 2 Medium Term Plan  
Topic: Living together



<u>Jobs for the Term</u>	<u>Key Dates/Events</u>	<u>Further Enrichment</u>
<ul style="list-style-type: none"> <li>● Curriculum booklet for parents</li> <li>● Target sheets home</li> <li>● Parents’ meetings</li> <li>● English, Maths, Science and Inclusion Scrutinies</li> <li>● Headteacher’s assembly</li> <li>● Autumn 2 OTrack assessment</li> <li>● Autumn 2 classtrack assessment</li> <li>● EAL and PP Tracking to be completed</li> </ul>	<ul style="list-style-type: none"> <li>● Bonfire Night</li> <li>● Parliament Week</li> <li>● Remembrance Day/Chelsea Pensioner Visit</li> <li>● Children in Need</li> <li>● Anti-bullying week</li> <li>● Road Safety Week</li> <li>● Church Visit</li> <li>● Christmas Jumper Day</li> </ul>	<ul style="list-style-type: none"> <li>● Entry point - All about us</li> <li>● Exit point - Governors / Parents</li> <li>● Class Story - Poppy Field</li> <li>● Homework</li> <li>● PE - Golden Mile, Go Noodle/Yoga, BBC Supermovers</li> <li>● Science - Explorify</li> </ul>
<u>English (Reading / Spoken Language)</u>	<u>English (Writing)</u>	<u>English (Grammar and Phonics)</u>
<p><b>Focus:</b> The following reading objectives are taken from the National Curriculum and will be taught throughout guided reading lessons and applied across the curriculum: 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:  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 their peers? TLC: Can I use relevant strategies to build my vocabulary?</p>	<p><b>Focus:</b> <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 (Recount - A day in the life of)  <ul style="list-style-type: none"> <li>● Cold Task – Create a Diary entry (A day in the life of me)</li> <li>● Imitate – Diary entry (A day in the life of a woman during war)</li> <li>● Innovate – Diary Entry (A day in the life of a child during war)</li> <li>● Independent - Diary Entry (A day in the life of a soldier)(Assessed piece in tracking)</li> </ul> TLC: Can I create a Diary Entry? TLC: Can I text map a ‘Diary Entry’? TLC: Can I recall a Diary Entry?</p>	<p><b>Focus:</b> <u>Grammar</u> TLC: Can I use apostrophes for possession? TLC: Can I identify and use homophones? TLC: Can I use ‘a’ and ‘an correctly in a sentence?</p> <p><u>Spelling</u> List coverage:  <ul style="list-style-type: none"> <li>● TLC: Can I spell using words from the Y3/4 statutory word lists? (statutory word list)</li> <li>● TLC: Can I spell words with the pre fix ‘re’(List 9)</li> <li>● TLC: Can I spell words with there fix super (List 10)</li> <li>● TLC: Can I spell words with the prefix ‘anti (List 11)</li> <li>● TLC: Can I spell words with the prefix ‘auto and inter’ (List 12)</li> <li>● TLC: Can I use spell words by adding the suffix ‘ly’(List 13)</li> <li>● TLC: Can I use spell words by adding the suffix ‘ly’(List 14)</li> <li>● TLC: Can I use spell words by adding the suffix ‘ly’(List 15)</li> </ul> </p>



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TLC: Can I imitate a 'Diary Entry?  
TLC: Can I plan, write and edit a 'Diary Entry? (Innovate)  
TLC: Can I plan, write and edit a 'Diary Entry? (Independent)

**Maths**

**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:**

Multiplication and Division

**Cold Task** - Multiplication and Division

TLC: Can I find equal groups?

TLC: Can I multiply by 3?

TLC: Can I divide by 3?

TLC: Can I use the 3 x table?

TLC: Can I multiply by 4?

TLC: Can I divide by 4?

TLC: Can I use the 4 x table?

TLC: Can I multiply by 8?

TLC: Can I divide by 8?

TLC: Can I use the 8 x table?

**Hot Task** - Multiplication and division

**Focus:**

Additional Maths Teaching

Daily:

- Arithmetic practise

Weekly:

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

**Art**

**Computing**

**Design and Technology, Cooking and Nutrition, Enterprise including STEM**

**Focus:**

Collage

TLC: Can I evaluate the work of Vincent Van Gough?

**Focus:**

Typing 3.4

TLC: Can I understand the names of fingers?

**Focus:**

Cooking and Nutrition



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<p>TLC: Can I choose and arrange materials for striking effect? TLC: Can I identify, name and use the coiling technique? TLC: Can I identify, name and use the overlapping technique? TLC: Can I produce a collage in the style of Vincent van Gough?</p>	<p>TLC: Can I use typing terminology? TLC: Can I type with my right and left hand? TLC: Can I type using both hands? TLC: Can I use home, top and bottom row keys?</p>	<p>TLC: Can I choose appropriate tools from a range for a practical task? TLC: Can I apply the principles of a healthy and varied diet?  <u>STEM</u> TLC: Can I cook a savory dish?</p>
<b><u>French (Languages)</u></b>	<b><u>Geography</u></b>	<b><u>History</u></b>
<p><b><u>Focus:</u></b>  <u>I am learning French</u> TLC Can I find France on a map of the world? TLC: Can I name the capital of France and three french cities using a map? TLC: Can I name 1 country where they speak french in the world? TLC: Can I tell you my name and how I'm feeling in french? TLC: Can I count to ten in french? TLC: Can I use a bilingual dictionary to compare and contrast christmas traditions in different countries?</p>	<p><b><u>Focus:</u></b>  <u>Local study</u> <b>Physical:</b> TLC: Can I estimate length and distance? TLC: Can I identify the physical and human features of the wider locality? <b>Human:</b> TLC: Can I use left and right from any perspective? TLC: Can I evaluate my own observations and compare them with others'? <b>Mapwork:</b>  <ul style="list-style-type: none"> <li>● TLC: Can I work out simple distances from a map?</li> <li>● TLC: Can I measure distance using digimap?</li> <li>● TLC: Can I annotate digital map with labels?</li> <li>● TLC: Can I create a sketch map?</li> </ul> <b>Fieldwork:</b> <ul style="list-style-type: none"> <li>● <i>Local walk</i></li> </ul> </p>	<p><b><u>Focus:</u></b>  <u>Guy Fawkes</u> TLC: Can I recall facts about Guy Fawkes?  <u>Remembrance Day</u> TLC: Can i understand why we celebrate remembrance day?</p>
<b><u>Music</u></b>	<b><u>Physical Education</u></b>	<b><u>Personal, Social and Health Education</u></b>
<p><b><u>Focus:</u></b>  <u>Three Little Birds (Charanga)</u> TLC: Can I identify the structure of Three Little Birds? (Listen/Appraise) TLC: Can I create and record a Reggae rhythm using simple symbols? (Transcribe)</p>	<p><b><u>Focus:</u></b>  <u>Gymnastics</u> TLC: Can I create different balances using points and patches? TLC: Can I create different balances using points and patches</p>	<p><b><u>Focus:</u></b>  <u>Celebrating difference (3.2)</u> a) PSHE b) Social and Emotional Development Learning</p>



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TLC: Can I appraise a Reggae song? (Jamming; Appraise)  
 TLC: Can I recognise and record a semibreve? (Transcribe)  
 TLC: Can I find the pulse and notice its changes while listening to a song Small People? (Listen)  
 TLC: Can I write and recognise note G on a music stave? (Transcribe)  
 TLC: Can I compose simple rhythms with a song Three Little Birds? (Compose)  
 TLC: Can I improvise using C and D to improve the performance of Three Little Birds? (Improvise)  
 TLC: Can I contribute to the performance of Three Little Birds by playing an instrument or improvising? (Perform)

Composer of the Month

TLC: Can I use a Morse code to send a secret message? (Grazyna Bacewicz)  
 TLC: Can I draw my impressions of Tchaikovsky's music? (Pyotr Ilyich Tchaikovsky)

on the apparatus?  
 TLC: Can I create different ways to travel high or low throughout a pathway shape on the floor and on apparatus?  
 TLC: Can I perform a jump with a twist or shape and land with good control and balance?  
 TLC: Can I perform a rock with good body control and tension?  
 TLC: Can I safely perform a tuck shape on a variety of different pieces of equipment?  
 TLC: Can I create a sequence using stretching and sinking?  
 TLC: Can I evaluate performances and give feedback?

**Jigsaw Piece 1:**

- a) TLC: Can I understand that everybody's family is different and important to them?
- b) TLC: Can I appreciate my family/ people who care for me?

**Jigsaw Piece 2:**

- a) TLC: Can I understand that differences and conflicts sometimes happen among family members?
- b) TLC: Can I calm myself down and use the 'solve it together' technique?

**Jigsaw Piece 3:**

- a) TLC: Can I understand what it means to be a witness to bullying?
- b) TLC: Can I help someone, who is being bullied, feel better?

**Jigsaw Piece 4:**

- a) TLC: Can I understand that witnesses can make the situation better or worse by what they do?
- b) TLC: Can I problem-solve the bullying situations with others?

**Jigsaw Piece 5:**

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

**Jigsaw Piece 6:**

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

Religious Education

Science including STEM

**Focus:**

Remembering

TLC: Can I explore the idea of forgiveness? (Islam)

**Focus:**

Forces and Magnets

TLC: Can I describe magnets as having two poles? (1)



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TLC: Can I explore the idea of forgiveness? (Sikhism)  
TLC: Can I explore how people express their beliefs through personal artifacts?  
TLC: Can I reflect why personal artefacts are meaningful?  
TLC: Can I identify ways in which diverse communities can live together?

Christmas extra: How do you visualise Christmas (Draw and compare/discuss)

TLC: Can I predict whether two magnets will attract or repel each other depending on which poles are facing? (1)  
TLC: Can I observe how magnets attract or repel each other? (1)  
TLC: Can I observe how magnets can attract some materials and not others.? (2)  
TLC: Can I compare a variety of everyday materials on the basis of whether they are attracted to a magnet? (2)  
TLC: Can I group a variety of everyday materials on the basis of whether they are attracted to a magnet? (2)  
TLC: Can I record findings using tables? (WS)  
TLC: Can I make systematic and careful observations? (WS)  
TLC: Can I use results to raise further questions? (WS)  
TLC: Can I identify some magnetic materials? (3)  
TLC: Can I use results to draw simple conclusions? (WS)  
TLC: Can I record finding using simple scientific language? (WS)  
TLC: Can I see that magnetic forces can act at a distance? (4)  
TLC: Can I record findings using bar charts? (WS)  
TLC: Can I set up simple practical enquiries? (WS)  
TLC: Can I compare how things move on different surfaces? (5)  
TLC: Can I set up simple fair tests? (WS)  
TLC: Can I see that some forces need contact between two objects? (6)

STEM

TLC: Can I make a compass?