



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 • "This is me" wellbeing questionnaire • Sign home-school links books • Class charter (including 4 Rs and school rules) • School Council elections • House team Captain and Vice-Captain elections • Subject reps (inform children) • Autumn 1 Curriculum booklet for parents • Buddy mentoring • Performance management target setting • New action plans • Autumn term provision map • Standards scrutiny • Autumn 1 assessment week | <ul style="list-style-type: none"> • Macmillan Coffee Morning • Black History Month • School Photograph Day • World Mental Health Day • Harvest Festival • Stone Age Workshop | <ul style="list-style-type: none"> • Entry point - Stone Age workshop • Exit point - Sharing work • Class Story - Stone Age Boy • Homework • PE - Daily 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><u>Focus:</u></p> <p><u>Reading</u> 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 use my knowledge of root words, prefixes and suffixes to read aloud? TLC: Can I listen to and begin to discuss a wide range of fiction and non-fiction texts? TLC: Can I identify themes and genre features in text types covered? TLC: Can I discuss words and phrases that capture the reader's interest and imagination? TLC: Can I check that the text makes sense to me by discussing and explaining the meaning of words in context?</p> | <p><u>Focus:</u></p> <p><u>Handwriting</u> (Focus on writing within tramlines and standards) TLC: Can I use diagonal and horizontal strokes to join letters? TLC: Can I understand which letters are break letters?</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 • Hook - Stone Age Workshop • Imitate – 5 sentence story (Stone Age Boy) • Innovate – There and Back Again story • Independent - There and Back Again story (Assessed piece in tracking) <p>TLC: Can I create a 'There and Back Again' story?</p> | <p><u>Focus:</u></p> <p><u>Grammar</u> TLC: Can I correctly choose 'a' or 'an' before a noun? TLC: Can I identify main clauses? TLC: Can I identify subordinate clauses? TLC: Can I write from memory simple sentences that include words and punctuation taught so far?</p> <p><u>Phonics</u> Unit coverage:</p> <ul style="list-style-type: none"> • Unit 27 • Unit 28 • Unit 29 • Unit 30 <p><u>Spelling</u> List coverage:</p> |



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TLC: Can I ask questions to improve my understanding of a text?
 TLC: Can I predict what might happen?
 TLC: Can I join in discussion about books that are read to me?
 TLC: Can I take turns and listen to what other people say?

Spoken Language

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 talk and listen confidently in different situations?
 TLC: Can I show I have listened carefully by asking relevant questions?
 TLC: Can I participate fully in paired and group discussions?
 TLC: Can I show an understanding of the main points in a discussion?
 TLC: Can I retell a story using narrative language and added relevant detail?
 TLC: Can I show I have listened carefully by making relevant comments?

TLC: Can I imitate 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 - applying grammar)
 TLC: Can I plan, write and edit a 'There and Back Again' story? (Independent)

- TLC: Can I spell using words from the Y3/4 statutory word lists? (statutory word list)
- TLC: Can I add the suffixes -ed, -ing, -er, -est?
- TLC: Can I add the suffixes -ness, -ment, -ful, -less?
- TLC: Can I spell the 'i' sound 'y' in words?
- TLC: Can I spell the 'u' sound 'ou' in words?
- TLC: Can I spell the 'ai' sound 'ei', 'eigh' or 'ey'?
- TLC: Can I add the prefix un-?
- TLC: Can I add the prefix dis-?

Maths

Focus:

Place Value (within 1000)

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?

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?

Focus:

Additional Maths Teaching

Daily:

- Counting
- Learn Its
- Problem of the Day
- Arithmetic practise

Weekly:

- Times Tables carousel lesson
- Arithmetic test
- Times Tables grids/written questions test



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| <p>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</p> | <p>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</p> <p><u>Times Tables</u> TLC: Can I learn and recall the 2x table? TLC: Can I learn and recall the 5x table? TLC: Can I learn and recall the 10x table?</p> | <ul style="list-style-type: none"> Rapid recall boards/fact family |
| <u>Art</u> | <u>Computing</u> | <u>Design and Technology, Cooking and Nutrition, Enterprise including STEM</u> |
| <p><u>Focus:</u></p> <p><u>Painting</u> (Focus on early artists - cave paintings) TLC: Can I experiment with hand placement and pressure on paint brushes to produce controlled shapes and lines? TLC: Can I mix primary colours effectively to make secondary colours? TLC: Can I identify, name and create warm and cool colours? TLC: Can I mix black and white effectively to make grey? TLC: Can I create a cave painting using my mixing skills?</p> <p>(Focus on landscape artists/architects - Stonehenge) TLC: Can I vary the amount of water and watercolour paint on my brush to make an effect? TLC: Can I use watercolour paint to produce washes for backgrounds?</p> | <p><u>Focus:</u></p> <p><u>Coding (3.1)</u> TLC: Can I understand coding vocabulary? (Lesson 1) TLC: Can I design a sequential program and write its code? (Lesson 1) TLC: Can I design and write a program that simulates a physical system? (Lesson 2) TLC: Can I use timers and if, X, Y statements in my program? (Lesson 3) TLC: Can I understand what a variable is and use it to create a timer? (Lesson 4) TLC: Can I use the repeat command? (Lesson 5) TLC: Can I debug simple programs? (Lesson 6)</p> <p><u>Online Safety (3.2)</u></p> | <p><u>Focus:</u></p> <p><u>Structures / STEM (Stone Age Huts)</u> TLC: Can I strengthen, stiffen and reinforce my structure?</p> |



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| <p>TLC: Can I begin to use watercolour paint to add detail?</p> | <p>TLC: Can I understand how to keep passwords safe and the consequences of giving your passwords away? (Lesson 1) TLC: Can I understand how the internet and blogs can be used to help us to communicate effectively? (Lesson 1) TLC: Can I understand and create a spoof website? (Lesson 2) TLC: Can I recognise age restriction symbols on digital media, games and devices and understand why these exist? (Lesson 3) TLC: Can I identify who can help me if I see inappropriate content and contact online? (Lesson 3)</p> | |
| French (Languages) | Geography | History |
| <p>Focus:</p> <p><i>Core Vocabulary</i></p> <p>TLC: Can I pronounce four key sounds of the French alphabet? (Phonetics and Pronunciation Lesson 1) TLC: Can I use French greetings? (Salutations) TLC: Can I name the days of the week in French? (Days of the Week) TLC: Can I name the months of the year in French? (Months of the Year) TLC: Can I recognise and follow French classroom commands? (Classroom Commands) TLC: Can I count to 10 in French? (Numbers) TLC: Can I count to 20 in French? (Numbers) TLC: Can I count in tens to 100 in French? (Numbers) TLC: Can I match colours to the correct French name? (Colours)</p> | <p>Focus:</p> <p>Physical: TLC: Can I name and locate the world’s continents? (Y2 recap)</p> <p>Human: N/A</p> <p>Mapwork:</p> <ul style="list-style-type: none"> Use maps [atlases, and globes] to locate and to start to describe features - Continents, equator, hot and cold climates recap from Y2 (Stone Age to Iron Age) <p>Fieldwork:</p> <ul style="list-style-type: none"> N/A | <p>Focus:</p> <p><i>Prehistory</i></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 identify what Stone Age people ate? TLC: Can I identify the key features of a Stone Age house? TLC: Can I understand what it was like to be a hunter gatherer?</p> <p>Auxiliary Question 2: What key changes occurred moving from the Stone Age to the Iron Age? TLC: Can I identify and sort items from the Stone Age to the Iron Age?</p> <p>TLC: Can I order events from the Stone Age to the Iron Age? Auxiliary Question 3: What are the key differences between life in the Stone Age and the Iron Age? TLC: Can I compare Stone Age, Bronze Age and Iron Age houses? TLC: Can I compare Stone Age, Bronze Age and Iron Age items? TLC: Can I compare life in the Stone, Bronze and Iron Ages?</p> |



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| | | <p><u>Black History - Nelson Mandela</u> TLC: Can I understand the importance of Nelson Mandela in Black History?</p> |
| <p>Music</p> | <p>Physical Education</p> | <p>Personal, Social and Health Education</p> |
| <p>Focus:</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 appraise an RnB song? (Appraise) TLC: Can I recognise and write 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 stave? (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 singing, playing an instrument or improvising? (Perform)</p> <p><u>Composer of the Half Term</u> TLC: Can I explain why Joseph Bologne has a special place among the classical composers?</p> | <p>Focus:</p> <p><u>Dance</u> TLC: Can I perform basic dance actions to a count of 8? TLC: Can I select and apply appropriate dance movements? TLC: Can I create my own short dance sequence using appropriate actions? TLC: Can I perform a dance sequence using control? TLC: Can I perform a dance sequence with fluidity between movements? TLC: Can I evaluate and improve performances using self and peer assessment? TLC: Can I consolidate and refine my dance skills?</p> | <p>Focus:</p> <p><u>Being Me in My World</u> a) PSHE b) Social and Emotional Development Learning</p> <p>Jigsaw Piece 1: a) TLC: Can I identify positive things about myself and set personal goals? b) TLC: Can I value myself and others?</p> <p>Jigsaw Piece 2: a) TLC: Can I face new challenges positively and know how to solve them? b) TLC: Can I recognise different emotions?</p> <p>Jigsaw Piece 3: a) TLC: Can I understand rules, rights and responsibilities? b) TLC: Can I make others feel valued?</p> <p>Jigsaw Piece 4: a) TLC: Can I care about other people's feelings and their responses to my actions? b) TLC: Can I understand that my behaviour brings rewards and consequences?</p> <p>Jigsaw Piece 5: a) TLC: Can I make responsible choices and take action? b) TLC: Can I work cooperatively in a group?</p> <p>Jigsaw Piece 6: a) TLC: Can I try to see things from other people's points of view? b) TLC: Can I choose to follow the Learning Charter?</p> |



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| <u>Religious Education</u> | <u>Science including STEM</u> | |
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| <p>Focus:</p> <p><u>God: What do people believe about God? (Hinduism - Believing)</u></p> <p>TLC: Can I show knowledge of how beliefs and values impact on the way in which people live? (worldview)</p> <p>TLC: Can I show knowledge of Hindu beliefs about Brahman, samsara and the Trimurti?</p> <p>TLC: Can I show knowledge of atman, moksha and dharma with reference to Hindu stories (Rama and Sita; Krishna and Arjuna)?</p> <p>TLC: Can I understand the concept of Dharma and how it relates to different Hindu stories (Rama and Sita)?</p> <p>TLC: Can I show knowledge of the Hindu story of creation, and the importance of the aum symbol and the lotus flower in a Hindu worldview?</p> <p>TLC: Can I compare the Hindu creation story and Muslim creation story?</p> | <p>Focus:</p> <p><u>Light</u></p> <p>TLC: Can I identify light sources?</p> <p>TLC: Can I understand that I need light in order to see?</p> <p>TLC: Can I record findings using drawings? (WS)</p> <p>TLC: Can I explore what happens when light is reflected?</p> <p>TLC: Can I create shadows and use results to draw simple conclusions?</p> <p>TLC: Can I set up simple comparative tests? (WS)</p> <p>TLC: Can I gather data in a variety of ways to help in answering questions? (WS)</p> <p>TLC: Can I use scientific vocabulary to explain how shadows change?</p> <p>TLC: Can I record findings using labelled diagrams? (WS)</p> <p>TLC: Can I record findings using labeled diagrams? (WS)</p> <p>TLC: Can I make simple predictions about the shadows?</p> <p>TLC: Can I record data in a variety of ways to help answer questions?</p> <p>TLC: Can I recognise that light from the sun can be dangerous and that there are ways to protect my eyes?</p> <p>TLC: Can create a poster about light?</p> <p><u>STEM</u></p> <p>N/A</p> | |