



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"> ● Curriculum booklet for parents ● Parents’ meetings ● English, Maths, Science and Inclusion Scrutinies ● Headteacher’s nominations ● Autumn 2 OTrack assessment ● Autumn 2 classtrack assessment ● EAL and PP Tracking to be completed 	<ul style="list-style-type: none"> ● Bonfire Night ● Parliament Week ● Remembrance Day ● Children in Need ● Anti-bullying week ● Road Safety Week ● Church Visit ● Christmas Jumper Day 	<ul style="list-style-type: none"> ● Entry point - Local walk / church visit / visit the library (11 before 11) ● Exit point - Governors/Parents ● Class Story - The Secret of Black Rock / Poppy Field ● Homework ● PE - Daily Mile, Go Noodle/Yoga, BBC Supermovers ● Science - Explorify
<u>English (Reading)</u>	<u>English (Spoken Language)</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><u>Word Reading</u> TLC: Can I use my knowledge of root words, prefixes and suffixes to read aloud? TLC: Can I use my knowledge of root words, prefixes and suffixes to understand the meaning of new words?</p> <p><u>Comprehension</u> TLC: Can I listen to a range of fiction books? (Exp. Session 3) TLC: Can I discuss a range of fiction, non-fiction and reference books? (Exp. Session 3, 8) TLC: Can I identify themes and genre features in text types covered? (writing link - identifying features/plot points/maps) TLC: Can I discuss words and phrases that capture the reader’s interest and imagination? (Exp. Session 3) TLC: Can I check that the text makes sense to me by discussing and explaining the meaning of words in context?</p>	<p>Focus: <u>Spoken Language skills embedded across all subjects</u></p> <ul style="list-style-type: none"> ● Kagan strategies ● Echo reading ● Deeper questioning ● Guided Reading ● 80:20 rule ● Teambuilding ● Enterprise ● New writing approach (developing vocabulary and partner discussion) ● Entry point - local walk and visit to library/church ● STEM activities - teamwork ● Class assemblies ● Circle Time <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 talk confidently in different situations? TLC: Can I listen confidently in different situations?</p>	<p>Focus: <u>Grammar</u> TLC: Can I correctly use inverted commas for direct speech? (explicit lesson) TLC: Can I identify and use time adverbials? (explicit lesson) TLC: Can I create sentences with time adverbials? (SS Session 1) TLC: Can I create sentences using the conjunction until? (SS Session 1) TLC: Can I correctly use inverted commas for direct speech? (SS Session 2 and 10) TLC: Can I use a or an before nouns? (SS Session 6) TLC: Can I use an -ing, -ed sentence? (SS Session 9 - AP) TLC: Can I express place using prepositions? (SS Session 12)</p> <p><u>Spelling</u> List coverage: TLC: Can I add the prefix mis-? (List 9) TLC: Can I add the prefix re-? (List 10) TLC: Can I add the prefix super-? (List 11) TLC: Can I add the prefixes anti- and sub-? (List 12) TLC: Can I add the prefixes auto- and inter-? (List 13)</p>



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TLC: Can I ask questions to improve my understanding of a text?
 TLC: Can I draw inferences from characters' actions? (Exp. Session 3)
 TLC: Can I justify inferences?
 TLC: Can I predict what might happen?
 TLC: Can I retrieve information from non-fiction texts? (Exp. Session 8)
 TLC: Can I record information from non-fiction texts?(Exp. Session 8)
 TLC: Can I join in discussion about books that are read to me? (Exp. Session 3)
 TLC: Can I take turns and listen to what other people say? (SS session 1-12 - including experience sessions)

TLC: Can I sequence and communicate ideas in an organized and logical way in complete sentences as required?
 TLC: Can I participate fully in paired and group discussions?
 TLC: Can I show understanding of the main points in a discussion?
 TLC: Can I start to show awareness of how and when Standard English is used.
 TLC: Can I retell a story using narrative language and added relevant detail?
 TLC: Can I make relevant comments?

TLC: Can I create adverbs using the suffix -ly? (List 14 and 15)

English (Writing)

Focus: Narrative (Adventure) - The Secret of Black Rock

Handwriting

TLC: Can I use diagonal and horizontal strokes to join letters?
 TLC: Can I understand which letters are break letters?

Additional composition/grammar taught through JC Unit (recap Stage 1/2 and writing structures):

- Repetition (SS Session 1 and 5)
- Sight (SS Session 2)
- Simile (SS Session 2, 6 and 10)
- Adverb -ly suffix (SS Session 4 and 12)
- Onomatopoeia (SS Session 4)
- Verb -ing suffix (SS Session 4)
- Verb -ed suffix (SS Session 5)
- Adjectives (SS Session 5)
- Personification (SS Session 6)
- Synonyms (SS Session 6 and 7)

Composition (Planning and Composition)

TLC: Can I discuss writing to learn from its structure, vocabulary and grammar? (identifying features/plot points/maps)
 TLC: Can I compose and rehearse sentences orally? (SS session 1, 2, 4, 5, 6, 7, 8, 10, 12)
 TLC: Can I compose and write sentences including varied and rich vocabulary? (SS session 1, 2, 4, 5, 6, 7, 8, 10, 12)
 TLC: Can I discuss and record my ideas before writing? (SS session 1-12 - including experience sessions)
 TLC: Can I compose and write a range of sentence structures? (SS session 1, 2, 4, 5, 6, 7, 8, 10, 12)
 TLC: Can I create a clear structure for an adventure plot? (SS session 1-12)

Independent Writing

TLC: Can I continue an adventure story?

Composition (Editing)

TLC: Can I proof-read for spelling errors?
 TLC: Can I proof-read for punctuation errors?

Performance (Reading as a Writer)

TLC: Can read aloud my own writing to a group/class using expression?



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- Collective nouns (SS Session 7)
- Complex sentence structure (SS Session 7)
- Relative adjectives (SS Session 9)
- Alliteration (SS Session 9)
- Prefix un- (SS Session 10)
- Touch (SS Session 12)
- Past tense (SS Session 12)

Maths

Focus:

Statistics

Cold Task - Statistics

TLC: Can I create tally charts?

TLC: Can I draw and interpret pictograms?

TLC: Can I draw and interpret bar charts?

TLC: Can I interpret tables?

Hot Task - Statistics

Focus:

Measurements (Length and Perimeter)

Cold Task - Length and Perimeter

TLC: Can I measure length in metres?

TLC: Can I find the equivalent of lengths? (m & cm)

TLC: Can I find the equivalent of lengths? (mm & cm)

TLC: Can I compare lengths?

TLC: Can I add lengths?

TLC: Can I subtract lengths?

TLC: Can I measure perimeter?

TLC: Can I calculate perimeter?

Hot Task - Length and Perimeter

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

Art

Computing

Design and Technology, Cooking and Nutrition, Enterprise including STEM

Focus:

Collage

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 of the local area?

Focus:

Typing 3.4

TLC: Can I understand the names of fingers?

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?

Focus:

Cooking and Nutrition and Enterprise

TLC: Can I understand the principles of a healthy and varied diet?

TLC: Can I understand seasonality?

TLC: Can I understand how ingredients are grown, reared, caught and processed?

TLC: Can I identify healthy ingredients for two savoury dishes? (apply)



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		<p>TLC: Can I prepare and cook two savoury dishes? (apply - WW1 savoury recipes - soup and scones)</p> <p><u>STEM</u> TLC: Can I create a structure that is strong, stiff and reinforced? (Magnet Maze)</p>
<u>French (Languages)</u>	<u>Geography</u>	<u>History</u>
<p><u>Focus:</u> <u>Little Red Riding Hood</u> TLC: Can I listen to the story of Little Red Riding Hood in French? TLC: Can I understand the French words used to tell the story of Little Red Riding Hood? TLC: Can I recall the French vocabulary and picture cards used to tell the story of Little Red Riding Hood? TLC: Can I name parts of the body in French?</p>	<p><u>Focus:</u> <u>Local Study</u> Physical: TLC: Can I estimate length and distance? TLC: Can I identify the physical and human features of the wider locality? Human: TLC: Can I use left and right from any perspective? TLC: Can I evaluate my own observations and compare them with others’? Mapwork: TLC: Can I work out simple distances from a map? TLC: Can I measure distance using digimap? TLC: Can I annotate digital maps with labels? TLC: Can I create a sketch map? Fieldwork: ● Local walk</p>	<p><u>Focus:</u> <u>Guy Fawkes</u> TLC: Can I use sources to understand the motives behind the Gunpowder Plot? <u>Remembrance Day</u> TLC: Can I understand why we commemorate soldiers on Remembrance Day? TLC: Can I create a diary entry based on a local soldier from World War 1? <u>Local Study: Iron Age to Steelworks</u> TLC: Can I identify how iron is made now compared to the Iron Age? TLC: Can I identify how iron is used now compared to the Iron Age?</p>
<u>Music</u>	<u>Physical Education</u>	<u>Personal, Social and Health Education</u>
<p><u>Focus</u> <u>Glockenspiels (Stage 1)</u> TLC: Can I accurately play easy E and strictly D? TLC: Can I play a song rhythmically?</p>	<p><u>Focus:</u> <u>Gymnastics</u> TLC: Can I create different balances using points and patches?</p>	<p><u>Focus:</u> <u>Celebrating Differences (3.2)</u> a) PSHE b) Social and Emotional Development Learning</p>



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TLC: Can I improvise using C and D?
TLC: Can I play D, E and F accurately and rhythmically?
TLC: Can I understand how long the rest should last?
TLC: Can I compose a rhythm and perform it?

Composer of the Month (Pyotr Tchaikovsky)

TLC: Can I listen to and appraise music from 'The Nutcracker' ballet?

TLC: Can I create different balances using points and patches 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:
God (Believing) - Hinduism/Islam

Focus:
Forces and Magnets



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TLC: Can I recap the Muslim belief in one god (tawhid)?
TLC: Can I show an understanding that Muslims believe that God has given human beings special rights (Khalifa) and responsibilities (abd)?
TLC: Can I explain how Muslims demonstrate Iman (faith) through the shahada and ibada (practices) through salah? (Y2 - Unit 1 L2)
TLC: Can I connect the terms 'justice' and 'fairness' to zakat?
TLC: Can I show knowledge of the significance of Sawm to Muslims during the Islamic month of Ramadan?
TLC: Can I show knowledge of about the importance of a Muslim's pilgrimage (Hajj)?
TLC: Can I show my understanding of key vocabulary relating to Muslim beliefs?

TLC: Can I describe magnets as having two poles? (1)
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 use straight forward scientific evidence to answer questions?
TLC: Can I use results to suggest improvements?
TLC: Can I see that some forces need contact between two objects? (6)

STEM

TLC: Can I create a maze that can be operated using magnets?