



Year 3 – Autumn 2 Medium Term Plan
Topic: The Secret of Black Rock



<u>Jobs for the Term</u>	<u>Key Dates/Events</u>	<u>Further Enrichment</u>
<ul style="list-style-type: none"> ● Curriculum parent guide ● Parents’ meetings ● English, Maths, Science and Inclusion Scrutinies ● Headteacher’s nominations ● Autumn OTrack assessment ● Autumn classtrack assessment ● EAL and PP overview to be completed 	<ul style="list-style-type: none"> ● Bonfire Night (Guy Fawkes) ● Parliament Week (British Values) ● Remembrance Day ● Anti-Bullying Week ● Children in Need ● Road Safety Week ● Church Visit ● Christmas Sing Along ● Christmas Jumper Day ● Christmas 	<ul style="list-style-type: none"> ● Entry point - Create a digital book cover for The Secret of Black Rock ● Exit point - Children to read their stories to other year groups (S&L) ● Class Story - Poppy Field by Michael Morpurgo ● 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><u>Focus:</u></p> <p>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? 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)</p>	<p><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><u>Focus:</u></p> <p><u>Grammar (see Grammar taught in writing)</u> TLC: Can I identify and use time adverbials? TLC: Can I identify and use conjunctions?</p> <p><u>Spelling (phonics)</u> List coverage: Unit 33 Unit 34 Unit 35 Unit 36 Unit 37 Unit 38 Revisit sound gaps.</p>



Year 3 – Autumn 2 Medium Term Plan
Topic: The Secret of Black Rock



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?
 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?
 TLC: Can I record information from non-fiction texts?
 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?

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 plan, write and edit 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?



Year 3 – Autumn 2 Medium Term Plan
Topic: The Secret of Black Rock



- 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 - including STEM

Focus: Multiplication and division

- TLC: Can I identify equal groups?
 TLC: Can I use arrays?
 TLC: Can I count in multiples of 2?
 TLC: Can I recall my 2 times tables?
 TLC: Can I count in multiples of 5?
 TLC: Can I recall my 5 times tables?
 TLC: Can I count in multiples of 10?
 TLC: Can I recall my 10 times tables?
 TLC: Can I share and group numbers?
 TLC: Can I multiply by 3?
 TLC: Can I divide by 3?
 TLC: Can I recall my 3 times tables?
 TLC: Can I multiply by 4?
 TLC: Can I divide by 4?
 TLC: Can I recall my 4 times tables?
 TLC: Can I multiply by 8?
 TLC: Can I divide by 8?
 TLC: Can I recall my 8 times tables?
 TLC: Can I use the times tables I have learnt so far?

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: Remembrance day

Focus:

Focus:



Year 3 – Autumn 2 Medium Term Plan
Topic: The Secret of Black Rock



<p>TLC: Can I select and arrange materials for striking effect? TLC: Can I identify, name and use coiling and overlapping techniques? TLC: Can I plan and create a collage? TLC: Can I evaluate my work and make changes?</p>	<p><u>Typing 3.4</u> 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?</p>	<p>N.A</p>
<p align="center">French (Languages)</p>	<p align="center">Geography</p>	<p align="center">History</p>
<p><u>Focus - I am Learning French</u></p> <p><u>Can I use and understand basic French vocabulary?</u> TLC: Can I find France on a map of the world if I am shown Europe first? TLC: Can I name the capital of France immediately and three other well known French cities using a map? TLC: Can I name one other country where they speak French in the world? TLC: Can I tell you my name, count to ten and how I am feeling in French with help?</p> <p><u>Focus: Christmas</u></p> <p>TLC: Can I use a bilingual dictionary to help me compare and contrast traditions in different countries?</p>	<p><u>Focus:</u> TLC: Can I locate my local area and explain how it fits in with other places near and far? (S&F) TLC: Can I use fieldwork to observe, measure and present the human and physical features in the local area?(S&F) (local Library walk)</p>	<p><u>Focus:</u> <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> <p><u>Focus:</u> <u>Guy Fawkes</u> TLC: Can I use sources to understand the motives behind the Gunpowder Plot?</p> <p><u>Remembrance Day</u> TLC: Can I understand why we commemorate soldiers on Remembrance Day? (art Collage)</p>
<p align="center">Music</p>	<p align="center">Physical Education</p>	<p align="center">Personal, Social and Health Education</p>
<p><u>Focus - Recorders</u></p> <p>Social theme: What stories does music tell us about the past? Musical spotlight: Enjoying improvisation</p> <p>TLC: Can I understand and talk about the features of disco music? (External Provider)</p>	<p><u>Focus:</u></p> <p><u>Gymnastics</u> TLC: Can I create different balances using points and patches? TLC: Can I create different balances using points and patches on the apparatus? TLC: Can I create different ways to travel high or low</p>	<p><u>Focus:</u></p> <p><u>Focus:</u> <u>Celebrating Differences (3.2)</u> a) PSHE b) Social and Emotional Development Learning</p> <p>Jigsaw Piece 1:</p>



Year 3 – Autumn 2 Medium Term Plan
Topic: The Secret of Black Rock



<p>TLC: Can I sing to the beat and improvise actions to the song Love What We Do? (External Provider) TLC: Can I accurately play an instrument along a New Orleans Jazz song? (External Provider) TLC: Can I improvise with a song When The Saints Go Marchin' In using at least 3 notes? (External Provider) TLC: Can I explain the story of the past told by the sea shanty? (External Provider)</p> <p>Composer of the Half Term: Pyotr Tchaikovsky</p>	<p>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?</p>	<p>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?</p> <p>Jigsaw Piece 2:</p> <p>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?</p> <p>Jigsaw Piece 3:</p> <p>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?</p> <p>Jigsaw Piece 4:</p> <p>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?</p> <p>Jigsaw Piece 5:</p> <p>a) TLC: Can I recognise that some words are used in hurtful ways? b) TLC: Can I try hard not to use hurtful words?</p> <p>Jigsaw Piece 6:</p> <p>a) TLC Can I discuss a time when my words affected someone's feelings and what the consequences were? b) TLC: Can I give and receive compliments and know how this feels?</p>
<u>Religious Education</u>	<u>Science including STEM</u>	
<p><u>Focus: Islam (believing)</u></p> <p>TLC: Can I explore that Muslims believe that God has given</p>	<p><u>Focus: Forces and Magnets</u></p> <p>TLC: Can I describe magnets as having two poles? (1)</p>	



Year 3 – Autumn 2 Medium Term Plan
Topic: The Secret of Black Rock



human beings special rights and responsibilities?
TLC: Can I explain how Muslims demonstrate Iman through the shahada through salah? (Y2 - Unit 1 L2)
TLC: Can I connect the terms 'justice' and 'fairness' to zakat?
TLC: Can I explore the significance of Sawm to Muslims during the month of Ramadan?
TLC: Can I show knowledge of about the importance of a Muslim's pilgrimage (Hajj)?

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)(2)
TLC: Can I make systematic and careful observations? (WS)(2)
TLC: Can I use results to raise further questions? (WS)(2)
TLC: Can I identify some magnetic materials? (3)
TLC: Can I use results to draw simple conclusions? (WS)(3)
TLC: Can I record finding using simple scientific language? (WS)(3)
TLC: Can I see that magnetic forces can act at a distance? (4)
TLC: Can I record findings using bar charts? (WS) (4)
TLC: Can I set up simple practical enquiries? (WS)(4)
TLC: Can I compare how things move on different surfaces? (5)
TLC: Can I set up simple fair tests? (WS)(5)
TLC: Can I use straight forward scientific evidence to answer questions? (5)
TLC: Can I use results to suggest improvements? (5)
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?