



Year 3
Autumn Term Medium Term Plan



Key Dates/Events	Maths	
• No Limits Festival • National Poetry Day • UK Parliament Week • Guy Fawkes Night • Macmillan Coffee Morning • Black History Month • Remembrance Day • Anti Bullying Week • World Children's Day • Fairtrade Fortnight • Road safety Week • Pupil Voice Week • International Day of Democracy • Harvest Festival • Christmas	<u>Focus Autumn 1:</u> <u>Place Value and Addition and Subtraction</u> Week 1 To represent numbers to 100 To partition numbers to 100 To use a number line to 100 Week 2 To count in hundreds To represent numbers to 1,000 To partition numbers to 1,000 (<i>including to partition numbers to 1,000 in more than one way</i>) Week 3 To identify hundreds, tens and ones To find 1, 10 or 100 more or less Week 4 To read a number line to 1,000 To estimate on a number line to 1,000 Week 5 To compare numbers to 1,000 To order numbers to 1,000 To count in 50s Week 6 To apply number bonds within 10 To add and subtract 1s To add and subtract 10s To add and subtract 100s Week 7 To add 1s across a 10 To add 10s across a 100 To add two numbers (<i>no exchange, across 10 and 100</i>)	<u>Focus Autumn 2:</u> Week 1 To add two numbers (<i>no exchange, across 10 and 100</i>) To add 2-digit and 3-digit numbers Week 2 and Week 3 To subtract 1s across a 10 To subtract 10s across a 100 To subtract two numbers (<i>no exchange, across a 10 and 100</i>) To subtract a 2-digit number from a 3-digit number Week 4 To identify complements to 100 To estimate answers To explore inverse operations Week 5 (daily counting in 2,5,10 and 3s) To count in equal groups To count using arrays To group and share To multiply by 3 To divide by 3 Week 6 (daily counting in 2,5,10, 3 and 4) To count in multiples of 4 To multiply by 4 To divide by 4 Week 7 (daily counting in 2,5,10, 3, 4 and 8) To count in multiples of 8 To multiply by 8 To divide by 8 To recognise the relationship between the 2,4 and 8 times table Week 8 Recap and consolidation/ assessment



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English (Spoken Language)

Opportunities to develop spoken language across the curriculum:

- Specific subject vocabulary explicitly taught
- Challenge, Build, Accept discussions and teacher questioning
- Paired and group work

English (Reading)

Focus Autumn 1:

LO: To use dictionaries to find words
LO: To use contents page and subheadings to locate information
LO: To learn the skill of 'skim and scan' to retrieve details.
LO: To discuss the features of a range of texts (fiction non fiction poems plays).
LO: To verbally summarise parts of a text
LO: To make simple inferences about how characters are feeling
LO: To justify predictions using evidence from the text.

Focus Autumn 2:

Revisit with more challenging texts

LO: To use dictionaries to find words
LO: To use contents page and subheadings to locate information
LO: To learn the skill of 'skim and scan' to retrieve details.
LO: To discuss the features of a range of texts (fiction non fiction poems plays)
LO: To verbally summarise parts of a text
LO: To make simple inferences about how characters are feeling
LO: To justify predictions using evidence from the text.

English (Phonics and Spelling)

Phonics

See Little Wandle-Rapid Catch Up

Spelling Autumn 1

Little Wandle

	Unit	Coverage	Prickly spellings	Homophones
Week 1	1	Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/?	once two	knight/night
Week 2				
Week 3	2	Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y?	any many	one/won
Week 4				
Week 5	3	Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'j' or 'g' in different words?	Review	where/wear

Spelling Autumn 2

Little Wandle

	Unit	Coverage	Prickly spellings	Homophones
Week 1	4	The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words?	who whole	our/hour
Week 2				
Week 3	5	Why do I swap the 'y' for an 'i' when I add the suffix -es?	people friend	quite/quiet
Week 4	6	Why do some words have the spelling 'ey' for the sound /ee/?	move improve	see/sea
Week 5	7	Why do some words end -le, -al, -il or -el?	Review	to/too/two

English (Writing)

Handwriting Autumn 1

Grammar and Composition Autumn 1

Grammar and Composition Autumn 2



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Unit 1: Forming descenders accurately sp, spr, pri, pru
Unit 2: Forming ascenders accurately al, all, at
Unit 3: Practising the diagonal join to a small letter ci, cir, cer, cen
Unit 4: Practising the diagonal join to a tall letter mb, imb, umb, amb

Handwriting Autumn 2

Unit 5: Practising joining to and from the letter l ale, dle, ele, tle
Unit 6: Practising joining to the letter y ly, lly, iky, iny
Unit 7: Practising forming the letter s correctly es, ies, ses, eys
Unit 8: Practising joining from the letter i ie, in, il, ill
Unit 9: Practising spacing between letters ed, ned, hed, ked
Unit 10: Practising writing with a slant

Focus: I asked The Little boy who cannot see (Poetry)

L1 LO: To write a poem with rhythm and rhyme
Simile, metaphor, feeling
L2 LO: To write a poem with rhythm and rhyme
Simile, rhyme, metaphor
L3 LO: To write a poem with rhythm and rhyme
adjectives/metaphor, action

Focus: Stone Age Boy

L1 LO: To write an adventure story
Adjectives, prepositions, repetition
L2 LO: To write an adventure story
touching/noticing, preposition, repetition
L3 LO: To write an adventure story
Adverbial, noun phrase, direct speech
L4 LO: To write an adventure story
Conjunction, onomatopoeia, alliteration
L5 LO: To write an adventure story
Time adverbial, verbs, simile,
L6 LO: To write an adventure story
Time adverbial, simile, onomatopoeia
L7 LO: To write an adventure story
Precise verbs, repetition, exclamation mark
L8 LO: To write an adventure story
Noun phrase, synonyms, repetition

Grammar (classroom secrets)

LO: To use expanded noun phrases to describe and specify
LO: To identify and use question marks
LO: To identify and use command sentences
LO: To identify and use exclamation marks
LO To identify and use statement sentences
LO: To use coordinating conjunctions

Grammar and Composition Autumn 2

Focus: Earthquakes

L1 LO: To write a non-chronological report
Powerful adjectives, comparison, alliteration
L2 LO: To write a non-chronological report
Time adverbial, simile, rhyme
L3 LO: To write a non-chronological report
Subheading, positive adjectives, facts/prepositions
L4 LO: To write a non-chronological report
Subheading, facts (technical vocabulary), facts (precise verbs), facts (technical vocabulary)
L5 LO: To write a non-chronological report
Subheading, adverb of frequency, precise verbs, adverb, technical vocabulary
L6 LO: To write a non-chronological report
Explanation, onomatopoeia, precise adjectives, explanation, precise verbs
L7 LO: To write a non-chronological report
Subheading, cause and effect, technical language, complex sentence 'but'
L8 LO: To write a non-chronological report
Complex sentence, personification, negative effects
L9 LO: To write a non-chronological report
Noun phrase, adverb, complex sentence 'as/since', powerful adjectives, comparison, precise adjectives, feeling

Grammar (Classroom secrets)

LO: To use commas to separate items in a list
LO: To use apostrophes to mark omission and singular possession
LO: To use present and past tense including progressive form
LO: To use a or an



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	LO: To use subordinating conjunctions	LO: To join clauses using a wider range of conjunctions LO: To use conjunctions to express time and cause
<u>Art</u>	<u>Computing</u>	<u>Design and Technology</u>
Painting and Mixed Media - Prehistoric Media LO: To apply an understanding of prehistoric man-made art. LO: To understand and use scale to enlarge drawings in a different medium. LO: To explore how natural products produce pigments to make different colours. LO: To select and apply a range of painting techniques. LO: To apply painting skills when creating collaborative artwork.	<u>Autumn 1 - Online Safety</u> L.O. To understand how the internet can be used to share beliefs, opinions and facts. L.O. To explain what should be done before sharing information online. L.O. To identify the effects that the internet can have on people's feelings. L.O. To understand the ways personal information can be shared on the internet. (combine lesson 4 & 5). <u>Focus Autumn 2 - Computing and System Networks 1 Networks</u> L.O. To recognise what a network is L.O. To demonstrate how a website works L.O. To identify the role of packet data.	<u>Focus Autumn 1</u> <u>Digital World: Wearable technology (lessons 2-4)</u> To develop design criteria To use code to program and control a product To develop and communicate ideas <u>Focus Autumn 2</u> <u>Textiles, Cross Stitch and Applique</u> To learn how to sew cross-stitch and appliqué To design a product and its template To decorate fabric using appliqué and cross-stitch To assemble and complete a cushion
<u>French (Languages)</u>	<u>Geography</u>	<u>History</u>



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Focus Autumn 1

French Greetings with Puppets (4 lessons)

To greet someone and introduce yourself in French.
To use the correct French greeting for the time of day.
To ask and answer a question about feelings in French.
To perform a finger rhyme in French.
Assessment of unit

Focus Autumn 2

French Adjectives of Colour, Size and Shape (Lessons 1-4 only)

To recognise and name colour words.
To describe shapes by their colour.
To describe shapes by their size and colour.
To understand and recognise what are cognates and near cognates.
Assessment of unit

Focus Autumn - Why do people live near volcanoes?

LO: To name and describe the layers of the Earth.
LO: To explain how and where mountains are formed.
LO: To explain why volcanoes happen and where they occur.
LO: To recognise the negative and positive effects of living near a volcano.
LO: To explain what earthquakes are and where they occur.
LO: To observe and record the location of rocks around the school grounds and discuss findings.

Better Planet Schools (L2)

What are the problems with fossil fuels?

Focus Autumn 1

Key Question: Would you prefer to live in the Stone Age, Bronze Age or Iron Age?

To recognise the chronology and significance of prehistory.
To use archaeological evidence to learn about the prehistoric dwellings of Skara Brae.
To use archaeological evidence to investigate the Bronze Age.
To use deductions to explain how bronze transformed prehistoric life.
To understand the importance of trade during the Iron Age.
To compare settlements in the Neolithic period and Iron Age by exploring continuity and change.

Black history

Martin Luther King

To create a timeline of important events in Martin Luther King's life

Focus Autumn 2

Guy Fawkes

To identify the key individuals involved in the Gunpowder Plot

Remembrance Day

To understand the significance of poppies on Remembrance Day.

Music

Physical Education

Personal, Social and Health Education (Jigsaw)



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Autumn 1
Ballads

LO: To use musical vocabulary to explain the stylistic features of a ballad.
LO: To explore how actions can impact performance.
LO: To plan a musical structure inspired by a story.
LO: To create lyrics that match a melody.
LO: To show awareness of style, structure and features to perform a ballad.

Autumn 2
Focus: Developing singing technique (Theme: The Vikings)

LO: To sing in time with others
LO: To sing in time with others.
LO: To recognise simple rhythmic notation by ear and by sight
LO: To use simple rhythmic notation to compose a Viking battle song
LO: To perform music with confidence and discipline

Focus Autumn 1

Dance

To create actions in response to a stimulus and move in unison with a partner.
To create actions to move in contact with a partner or interact with a partner.
To select and link appropriate actions and dynamics to show our dance idea.
To remember, repeat and create actions to represent an idea.
To share ideas of actions and dynamics to create a dance that shows a location.
To use choreographing ideas to develop our dance.

Balls Skills

To develop dribbling skills with hands and feet.
To develop tracking and catching skills.
To develop tracking and throwing skills.
To develop tracking and kicking skills.
To track a ball that is not sent directly to me.
To apply sending and receiving skills in games.

Focus Autumn 2

Gymnastics

To be able to create interesting point and patch balances.
To develop point and patch balances on apparatus.
To develop stepping into shape jumps with control.
To develop stepping into shape jumps using apparatus.
To develop the straight, barrel, and forward roll.
To include rolls in sequence work using apparatus.

Dodgeball

To develop throwing towards a moving target.

Focus Autumn 1 - Being Me in My World

Knowledge:

• Understand that they are important • Know what a personal goal is • Understanding what a challenge is • Know why rules are needed and how these relate to choices and consequences • Know that actions can affect others' feelings • Know that others may hold different views • Know that the school has a shared set of values

Social and Emotional Skills:

• Recognise self-worth • Identify personal strengths • Be able to set a personal goal • Recognise feelings of happiness, sadness, worry and fear in themselves and others • Make other people feel valued • Develop compassion and empathy for others • Be able to work collaboratively

Focus Autumn 2 - Celebrating Difference

Knowledge:

To know why families are important
To know that everybody's family is different
To know that sometimes family members don't get along and some reasons for this
To know that conflict is a normal part of relationships
To know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do
To know that some words are used in hurtful ways and that this can have consequences

Social and Emotional Skills:

To be able to show appreciation for their families, parents and carers



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	To develop throwing to get players out. To identify and develop the skills needed to avoid being hit. To develop and apply dodging skills within a game. To develop catching skills. To develop catching skills and be confident to attempt this within a game.	To use the 'Solve it together' technique to calm and resolve conflicts with friends and family To empathise with people who are bullied To employ skills to support someone who is bullied To be able to 'problem-solve' a bullying situation accessing appropriate support if necessary To be able to recognise, accept and give compliments To recognise feelings associated with receiving a compliment
Religious Education	Science	Personal Development Curriculum Opportunities
Focus Autumn 1 Hinduism (Believing) What do people believe about God? To understand Hindu beliefs about Brahman, samsara and the Trimurti To explore knowledge of atman, moksha and dharma To understand the concept of Dharma and how it relates to different Hindu stories (Rama and Sita) To understand how the Hindu story of creation shapes Hindu's belief To compare the Hindu creation story and Muslim creation story Focus Autumn 2 Islam (Believing) What do people believe about God? To explore that Muslims believe that God has given human beings special rights and responsibilities To explain how Muslims demonstrate Iman through the shahada through salah (Y2 - Unit 1 L2) To connect the terms 'justice' and 'fairness' to zakat To explore the significance of Sawm to Muslims during the month of Ramadan To explain the importance of a Muslim's pilgrimage (Hajj)	Focus Autumn 1 Rocks and Soil To compare and group rocks based on their appearance To compare and group rocks on their physical properties To explain how rocks are formed To identify and describe the layers of soil To explain how the Earth is made up of different layers of rocks and soils To describe how fossils are formed Focus Autumn 2 Light To identify light sources To understand that I need light in order to see To explore what happens when light is reflected To create shadows and use results to draw simple conclusions To explain how I can protect my eyes from the sun	• Weekly PSHE assemblies: friendships, celebrating diversity • Weekly British Value assemblies - Picture News • 11 before 11 • Project evolve - online safety