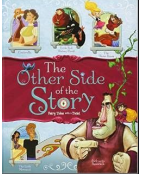



















Year 3 Medium Term Plan

Autumn Term (2)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>glish</p>  	<p>(Non-fiction) To be able to write a letter from the perspective of a character</p> <p>Text: The other side of the story: Little Red Riding Hood</p> <p>Children will read the story, 'The other side of the story: Little Red Riding Hood'. They will learn the features of letter writing, looking at a number of examples.</p> <p>Focus:</p> <ul style="list-style-type: none"> - consider the reader - paragraphs around a theme - writing in first person - letter layout (date, address, dear...) - writing in the correct tense throughout a piece of writing - starting to establish a viewpoint  <p>Embed: Proof read for basic punctuation - full stops and correct use of capital letters (self and peer assessment)</p> <p>Punctuation: accuracy of full stops and capital letters</p>	<p>(Non-fiction) To be able to write a letter from the perspective of a character</p> <p>Text: The other side of the story: Little Red Riding Hood</p> <p>Children will be writing a letter from the perspective of the wolf and what really happened.</p> <p>Focus:</p> <ul style="list-style-type: none"> - consider the reader - paragraphs around a theme - writing in first person - letter layout (date, address, dear...) - writing in the correct tense throughout a piece of writing - starting to establish a viewpoint  <p>Embed: Proof read for basic punctuation - full stops and correct use of capital letters (self and peer assessment)</p> <p>Punctuation: accuracy of full stops and capital letters</p>	<p>(Fiction) To be able to write a diary entry</p> <p>Text: The other side of the story: Cinderella</p> <p>Children will be working on how to write a diary entry from a character's perspective.</p> <p>Focus:</p> <ul style="list-style-type: none"> - write in the past tense - write in first person - include thoughts and feelings - chronological order - time conjunctions and adverbials - starting to establish a viewpoint  <p>Embed: Proof read for basic punctuation - full stops and correct use of capital letters. Start to embed commas for lists, subordinate clauses and fronted adverbials. (self and peer assessment)</p> <p>Punctuation: accuracy of full stops and capital letters. Use of commas.</p>	<p>(Fiction) To be able to write a descriptive setting</p> <p>Text: The Snowman</p> <p>Children will be working on setting descriptions based on the book.</p> <p>Focus:</p> <ul style="list-style-type: none"> -word choices and detail description -use of simile and metaphors and their impact on the reader. -focusing on adding detail, using conjunctions <p>Embed: Proof read for basic punctuation - full stops and correct use of capital letters. Start to embed commas for lists, subordinate clauses and fronted adverbials. (self and peer assessment)</p> <p>Punctuation: accuracy of full stops and capital letters. Use of commas.</p>	<p>(Fiction) To be able to write a descriptive narrative</p> <p>Text: The Snowman</p> <p>Children will be writing part of the story, incorporating the vocabulary looked at the week before.</p> <p>Focus:</p> <ul style="list-style-type: none"> -word choices and detail description -use of simile and metaphors and their impact on the reader. -focusing on adding detail, using conjunctions <p>Embed: Proof read for basic punctuation - full stops and correct use of capital letters. Start to embed commas for lists, subordinate clauses and fronted adverbials. (self and peer assessment)</p> <p>Punctuation: accuracy of full stops and capital letters. Use of commas.</p>	<p>Christmas / Carol Service</p>

<p>ammar</p>	<p>Writing in the correct tense.</p>  <p>Using adverbials of time, place and cause.</p>  <p>Starting to use commas for lists, subordinate clauses and fronted adverbials.</p> 	<p>Writing in the correct tense.</p>  <p>Using adverbials of time, place and cause.</p>  <p>Starting to use commas for lists, subordinate clauses and fronted adverbials.</p> 	<p>Writing in the correct tense.</p>  <p>Using adverbials of time, place and cause.</p>  <p>Starting to use commas for lists, subordinate clauses and fronted adverbials.</p> 	<p>Expanded noun phrases, e.g. a loud wailing sound</p>  <p>Using detail to clarify information (coordinating and subordinating conjunctions)</p> 	<p>Expanded noun phrases, e.g. a loud wailing sound</p>  <p>Using detail to clarify information (coordinating and subordinating conjunctions)</p> 	<p>Christmas / Carol Service</p>
<p>Maths</p>	<p><u>Number, Place Value focus</u></p> <p>Recap</p> <ul style="list-style-type: none"> - To represent numbers to 1,000 - To partition numbers to 1,000 <p>Continue steps (from step 10)</p> <ul style="list-style-type: none"> - To recognise and place numbers up to 1,000 on a number line 	<p><u>Number, Place Value focus</u></p> <ul style="list-style-type: none"> - To compare and order numbers up to 1,000 - To count in 50s - To solve number problems and practical problems involving place value 	<p><u>Multiplication and Division</u></p> <p>Recap</p> <ul style="list-style-type: none"> - To identify multiples of 2, 5, 10 and 3 <p>Continue steps (from step 9-15)</p> <ul style="list-style-type: none"> - To multiply and divide by 4 - To multiply and divide by 8 	<p><u>Fractions</u></p> <ul style="list-style-type: none"> - To understand the denominators and numerators of unit and non-unit fractions - To compare and order fractions 	<p><u>Fractions</u></p> <ul style="list-style-type: none"> - To count in fractions on a number line - To consider equivalent fractions 	<p>Christmas / Carol Service</p>

<p>RE</p> <p>Christianity</p>	<p>Christianity: Incarnation</p> <p>Children will explore the meaning of tri and relate it to the Christian word Trinity.</p> <p>Children will understand that Christians believe God is Trinity: Father, Son and Holy Spirit.</p>	<p>Christianity: Incarnation</p> <p>Children will offer suggestion of what texts about Jesus' baptism might mean</p>	<p>Christianity: Incarnation</p> <p>Children will explore and describe how Christians show their beliefs about God the Trinity</p>	<p>Christianity: Incarnation</p> <p>Children will explore the Grace and how Christians show their belief about God through how they live their lives.</p> <p>Children will understand that Christians find that understanding God is challenging; people spend their whole lives learning more and more about God.</p>	<p>Christianity: Incarnation</p> <p>Children will show their understanding of The Trinity through picture and words</p> <p>Children will understand how Christians worship God as Trinity.</p> <p>It is a huge idea to grasp and Christians have created art to help to express this belief.</p>	<p>Christianity: Christmas</p> <p>Children will understand why Christians celebrate Christmas</p>
<p>Science Block</p> <p>(3 Weeks)</p>	<p>Forces and magnets <i>magnetic force, magnet, attract, magnetic material, metal, iron, steel (Y3 - Forces and magnets)</i></p> <p>-to be able to explain that the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (Y2)</p> <p>-To be able to identify different types of forces and ask questions. (Record prior knowledge)</p> <p>-To notice that some forces need contact between 2 objects, but magnetic forces can act at a distance and present findings.</p> <p>.</p> <p>-To be able to predict and compare how things move on different surfaces using a comparative test - to be able to record results in a bar graph with a simple scale.</p> <p>-Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>- To be able to describe magnets as having two poles. TO be able to predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p>-To be able to compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials.</p> <p>- To be able to devise an investigation to explore how magnets work at a distance e.g. through the table, in water, jumping paper clips up off the table. •</p> <p>-To be able to compare how things move on different surfaces, record and measure using standard units of measurement.</p> <p>Observe how magnets attract or repel each other and attract some materials and not others and compare materials based on whether they are magnetic. To be able to generate simple comparative statements based on their evidence</p> <p>-to be able to compare the strength of magnets and explain what you have found out.</p>					

DT Block

(3 Weeks)

Linked to the Stone Age



DT Block one: To be able to create a stone age shelter as part of a class settlement display.

Stone-Age Shelters

Skill Designing:

- I can begin to research other's needs
- I can show how the design meets a range of criteria
- I can describe the purpose of the product
- I can follow a given design criteria
- I can create a plan which shows order, equipment and tools
- I can describe a design and accurately label with words
- I can make my own design decision
- I can make a prototype

Skill Making:

- I can select suitable tools and explain my choices and begin to use them accurately
- I can select materials which are fit for purpose
- I can work through a plan in order
- I can consider how good a product will be
- I begin to measure, mark out and cut and shape materials and components with accuracy
- I begin to apply a range of finishing techniques. .

Skill Evaluate:

- I can look at design criteria while designing and making
- I can use design criteria to evaluate product
- I can say what I would change to make a design better
- I begin to evaluate existing products
- I begin to understand by whom, when and where products were designed
- I start to learn about inventors, designers of ground breaking products. .

Technical Knowledge (structures/Materials)

- I can use appropriate materials
- I can work accurately making cuts and holes

PSHE

Celebrating Difference

Lesson 1
I understand that everybody's family is different and important to them

Celebrating Difference

Lesson 2
I understand that differences and conflicts sometimes happen among family members

Celebrating Difference

Lesson 3
I know what it means to be a witness to bullying

Celebrating Difference

Lesson 4
I know that witnesses can make the situation better or worse by what they do

Celebrating Difference

Lesson 5
I recognise that some words are used in hurtful ways

Celebrating Difference

Lesson 6
I can tell you about a time when my words affected someone's feelings and what the consequences were

PE (Indoor)	Fitness <u>Lesson 1</u> To recognise different areas of fitness and explore what your body can do. Social: To support and encourage others. Emotional: To persevere to achieve my personal best. Thinking: To identify personal areas of strength and areas for development.	Fitness <u>Lesson 2</u> To develop speed and strength. Social: To support and encourage others to persevere. Emotional: To persevere to achieve my personal best. Thinking: To identify which body part each strength exercise develops.	Fitness <u>Lesson 3</u> To develop co-ordination. Social: To support and encourage others to persevere. Emotional: To persevere to achieve my personal best. Thinking: To identify which body part each strength exercise develops.	Fitness <u>Lesson 4</u> To develop agility. Social: To support and encourage others to persevere. Emotional: To persevere to achieve my personal best. Thinking: To identify which body part each strength exercise develops.	Fitness <u>Lesson 5</u> To develop balance. Social: To work safely whilst travelling over equipment. Emotional: To show determination and work hard to achieve my personal best. Thinking: To understand how balance is important in everyday tasks.	Fitness <u>Lesson 6</u> To develop stamina. Whole Child Objectives Social: To support and encourage others. Emotional: To challenge myself to persevere when I get tired. Thinking: To recognise changes in my body when I work for long periods of time
PE (Outdoor)	Ball Skills <u>Lesson 1</u> Children will develop tracking and collecting skills. Social: To use communication skills to coach my partner. Emotional: To show perseverance as the task gets harder. Thinking: To provide feedback using appropriate teaching points.	Ball Skills <u>Lesson 2</u> Children will develop confidence and accuracy when tracking a ball. Social: To communicate well with others in my group. Emotional: To show perseverance when I find things challenging. Thinking: To develop an understanding of tactics.	Ball Skills <u>Lesson 3</u> Children will develop dribbling skills with hands and feet. Social: To work safely around others. Emotional: To persevere when I find a challenge tricky. Thinking: To transfer my knowledge of dribbling from hands to feet.	Ball Skills <u>Lesson 4</u> Children will develop catching skills using one and two hands. Social: To work with my partner to agree on a suitable challenge. Emotional: To challenge myself in the activities I do. Thinking: To reflect on previous success and adjust the task accordingly.	Ball Skills <u>Lesson 5</u> Children will explore and develop a variety of throwing techniques. Social: To communicate with my teammate to tell them when and where to throw the ball. Emotional: To remain calm when under pressure. Thinking: To make quick decisions.	Ball Skills <u>Lesson 6</u> Children will use tracking and sending skills with feet. Social: To communicate clearly with my partner to complete the task. Emotional: To play fairly and to the rules. Thinking: To use my knowledge of ball handling skills when completing skills with my feet.
French	<u>Lesson 1</u> Children will learn the key phonics vowel words 'Les voyelles'	<u>Lesson 2</u> Children will learn basic greetings and give their name Voyelles + dipthongues on / ou / au / oi / ui	<u>Lesson 3</u> Children will understand and recall orally the numbers 1-12. Sounds un / eu / oi / in / ui / on / ou	<u>Lesson 4</u> Children will learn to ask how old someone is and give their own age	<u>Lesson 5</u> Children will learn classroom instructions Introduction to the 'é' sound in -ez commands	<u>Lesson 6</u> Children will learn some key facts about Christmas in France and make a Christmas card.
Music	Recorders How to hold and blow recorder Note B Piece B Groovy	Recorders How to hold and blow recorder Notes: B & A Piece: B A Dood	Recorders Notes: B, A, G Piece: Hot Cross Buns Rhythmic notation	Recorders Notes: B, A, G Piece: Hot Cross Buns, Pineapple Punch Rhythmic notation	Recorders Notes: B, A, G, C Piece: Mr Cool Pitch and rhythmic notation	Recorders Notes: B, A, G, C Piece: Curtain Raiser Pitch and rhythmic notation

<p>Computing</p>	<p>Lesson 1</p> <p>Can pictures move?</p> <p>To explain that animation is a sequence of drawings or photographs</p> <p>I can draw a sequence of pictures</p> <p>I can create an effective flip book—style animation</p> <p>I can explain how an animation/flip book works</p>	<p>Lesson 2</p> <p>Frame by frame</p> <p>To relate animated movement with a sequence of images</p> <p>I can predict what an animation will look like</p> <p>I can explain why little changes are needed for each frame</p> <p>I can create an effective stop-frame animation</p>	<p>Lesson 3</p> <p>What's the story</p> <p>To plan an animation</p> <p>I can break down a story into settings, characters and events</p> <p>I can describe an animation that is achievable on screen</p> <p>I can create a storyboard</p>	<p>Lesson 4</p> <p>Picture perfect</p> <p>To identify the need to work consistently and carefully</p> <p>I can use onion skinning to help me make small changes between frames</p> <p>I can review a sequence of frames to check my work</p> <p>I can evaluate the quality of my animation</p>	<p>Lesson 5</p> <p>Evaluate and make it great</p> <p>To review and improve an animation</p> <p>I can explain ways to make my animation better</p> <p>I can evaluate another learner's animation</p> <p>I can improve my animation based on feedback</p>	<p>Lesson 6</p> <p>Lights, camera action</p> <p>To evaluate the impact of adding other media to an animation</p> <p>I can add other media to my animation</p> <p>I can explain why I added other media to my animation</p> <p>I can evaluate my final film</p>
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