

Year 3 / Autumn 1 Medium Term Plan

	Week 1 01/09/20	Week 2 07/09/20	Week 3 14/09/20	Week 4 21/09/20	Week 5 28/09/20	Week 6 05/10/20	Week 7 12/10/20
Themed Week	WE CARE						
Events	WE CARE Charter	Baseline Assessment Week inc Y2 Phonics Assessment	15th-Year 3 meet the teacher	25th Sept: Classroom Displays and class charter deadline 21st Sept: Harvest Assembly 1 25th - Macmillan Coffee morning 8am-9am		5th Oct: Harvest Visitors Assembly 2	
Literacy and Language Unit 1: Sand Wizards							
Reading and Writing  Unicef RRS Article 31, 29	BASIC SKILLS BASELINE Handwriting - Book presentation Assessment writing piece: Holiday Recount Spoken Language: Chn present holiday piece to class. Focus on posture, pace, volume and expression.		Reading Look at themes in Sand Wizards. Explore characters including what they think and how they develop at the story changes	Editing To use the structure and characters from Sand Wizards to write a new chapter of the story with a different dilemma and setting.	Editing Children are given the opportunity to edit and proofread their writing. Children improve particular aspects: spelling, grammar or punctuation.	Writing Children use the writing from the past weeks to create their own dilemma story . During the week, children are given an opportunity to discuss ideas, create a story plan, write.	Reading and Writing Children to be exposed to information text. Children discover that information texts are written with a specific audience in mind and how texts are structured. Children write their own information text.
			Spoken Language	Chn read and role play parts of the story, focus on pace, volume and expression. Discuss BIG QUESTION	Hot seating- what if not? Chn rehearse their stories with their partners. Chn present their stories to the class. Discuss BIG QUESTION	Buddy up with other classes in the year group. Children present and share their stories with other children. Children review their stories. What would I change next time? Discuss BIG QUESTION	Chn to share instructional texts. Discuss BIG QUESTION
Key Vocab - title, context page, page number, glossary fiction, non-fiction, real, imaginary, tone, volume, action, pitch, fluency, capital letter, full stop, comma, conjunction, statement, question, exclamation, command.							
Grammar & Punctuation			Adverbs/Adjectives	Verbs	Inverted Commas	Functions of sentences: statements, questions, commands, exclamations.	Coordinating conjunctions: for, and, nor, but, or, yet, so
Spelling	Year 3 Core Words Test (first 40)		Adding the suffix - 'dis and in'	Adding 'im' to the root words beginning with m or p	Special focus - orange words Special Focus - orange words	Adding suffix 'ous'	Adding suffix - ly
H-writing	All joined letters and presentation recap	All joined letters and presentation recap	Prefix dis and in-	Prefix im	Suffix -ous	Suffix -ly	Words ending -ture
Place Value				Addition and Subtraction			

Maths	Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) Read and write numbers up to 1000 in numerals and in words Solve number problems covering all number objectives	Identify, represent and estimate numbers using different representations including number lines Solve number problems covering all number objectives	Compare and order numbers up to 1000 Count from 0 in multiples of 4, 8, 50 and 100 Solve number problems covering all number objectives	Find 10 or 100 more or less than a given number Add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction	Add and subtract numbers with up to three digits, using formal written methods of column addition and subtraction Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction	Add and subtract numbers with up to three digits, using formal written methods of column addition and subtraction Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction	Add and subtract numbers with up to three digits, using formal written methods of column addition and subtraction Estimate the answer to a calculation and use inverse operations to check answers Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction
	BASIC SKILLS Baseline Tests						
History	Ancient Egypt						
		Who were the Ancient Egyptians?	What was life like in Ancient Egypt?	Mummies	Tutankhamun	Write like an Egyptian	
		Continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study by learning about where and when the ancient Egyptians lived	Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by learning about the daily lives of many ancient Egyptian people.	Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about the mummification process used by the ancient Egyptians.	Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by learning about the discovery of the tomb of Tutankhamun.	Note connections, contrasts and trends over time and develop the appropriate use of historical terms by exploring ancient Egyptian writing systems.	
Geography							
Art & Design	Egyptian Art						
		Papyrus Paper	Egyptian headdresses and Jewelry	Graphite Transfer Technique	Egyptian Decoration	Complete and Evaluate	
		Making Papyrus Paper Discuss inventions made by the Egyptians. Make papyrus as the base for Egyptian portraits. Take profile pictures of each child to be used to create an Egyptian inspired Profile Portraits	Experiment in sketch books creating Include Egyptian style makeup particular the eye of horus. Draw over their own portraits to create a noble Egyption profile image . Create a colour pallet using golds, turquoise, earth tones and black .	Using the graphite transfer technique children are to transfer their Egyptian profile design onto the papyrus. Then, using black permanent pens trace over the lines.	Working from sketchbook ideas, children to complete their Egyptian Noble side profile portraits on the papyrus paper.	Children to complete their Egyptian portrait. Use iPads to photograph finished artwork. Class to evaluate their final portraits. WWW and EBI	
Engineering							
		Unit: Environment			Unit: Building		

Music  Unicef RRS Article 29		Musical Focus: Composition			Musical focus: Beat		
		Selecting descriptive sounds to accompany a poem Creating a musical re-telling of a poem Singing in two-part harmony Accompanying a song with a melodic ostinato	Exploring timbre to create a descriptive piece of music Learning about ternary form Singing a song with expression	Developing the lyrics of a song Choosing timbre to make an accompaniment Combining chants and sound pictures in a class performance in rondo structure	Understanding how music can be organised in sequences Using voices and actions to perform simple rhythms within a steady beat	Understanding how music can be organised in layers Combining rhythms in layers	Creating music using children's own ideas Making choices about musical structure
PSHE  Unicef RRS Article 14		Me and My World					
		Getting to Know Each Other I recognise my worth and can identify positive things about myself and my achievements I can set personal goals I value myself and know how to make someone else feel welcome and valued	Our Nightmare School I can face new challenges positively, make responsible choices and ask for help when I need it I recognise how it feels to be happy, sad or scared and am able to identify if others are feeling these emotions	Our Dream School I know why rules are needed and how they relate to rights and responsibilities I know how to make others feel valued	Rewards and Consequences I understand that my actions affect myself and others and I care about other people's feelings I understand that my behaviour brings rewards/consequences	Our Learning Charter I can make responsible choices and take action I can work cooperatively in a group	Owning Our Learning Charter I understand my actions affect others and try to see things from their point of view I am choosing to follow the Learning Charter
RE  Unicef RRS Article 14		Judaism					
		How and why do Jews celebrate Rosh Hashanah?	Why and how do Jews celebrate Sukkot?	What do many Jews do each day to express their beliefs? What special objects would you see at a Jewish home?	Why do Jews celebrate Shabbat and how?	What does the Torah mean for Jewish people? How do Jews express beliefs in a Synagogue?	
Spanish		Theme: Introductions New Target Language: -Hello, goodbye / Hola, adios - 10 Fantastic reasons to learn Spanish Show golden Key Core story: ¿Que?	New Target Language: - Ask: What's your name? ¿cómo te llamas? -Reply: My name's... Me llamo...(Soy) Phonetics focus: /t/	New Target Language: - How old are you? Cuantos anos tienes? Reply:eg. Tengo 8 años Phonetics focus: /ñ/	New Target Language -ask how you feel /¿Que tal? - say how you feel - eg. contento, triste Phonetics focus: /vowels/	Writing task: Language Passport 1 combining Target language from this half term	Culture focus: Flamence
Computing		Computer Basics: Journey Inside a Computer					
		Getting Started / Assessment Children elect monitors for the chromebooks. Children introduced to 'safety surfers' as online safety monitors who will be selected based on their online safety knowledge and skills.	Inputs and Outputs Learning about the different forms of inputs and outputs and their functions, pupils develop their understanding that computers follow instructions.	Building a Paper Chromebook To consolidate their understanding of the different components of a computer, children build a paper version of a chromebook, describing the purpose of the various parts.	Following Instructions Mimicking the CPU and GPU, in groups, children create a giant piece of artwork by closely following an algorithm	Computer Memory Children take part in a number of different games to develop their understanding of the purpose of the various parts of a computer, including the ROM, RAM and Hard Drives.	Dismantling a Tablet Children compare the similarities and differences between different types of computers before drawing a diagram of a tablet with all of its components.
		Plants					

Science			Classifying	Observing Over Time	Pattern Seeking	Observing Over Time	Researching
			<u>Plants - Assessment</u> for learning. Scientific Enquiry Classifying Classify flowers based on the children's own criteria. (For testing prior knowledge.)	1. I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. <u>Observing over time</u> Gather seeds and photographic evidence of blossoms/flowers and berries in the local area	2. I can explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant . <u>Pattern Seeking</u> Investigate what happens when conditions are changed e.g. more/less light/water, change in temperature, nutrients (Baby Bio vs other brands).	3. I can investigate the way in which water is transported within plants. <u>Observing over time</u> Observe celery (with roots and leaves) in coloured water	4. I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. <u>Researching</u> Research the functions of the parts of flowering plants Research different methods of seed dispersal Research different methods of pollination Plants, End of Topic <u>Assessment</u> for learning
PE	Indoor: Gymnastics						
	Fitness Test (beep test) Importance of warm ups and stretching	To explore different shapes. To link shapes and create a sequence.	To experiment with balances. To link shapes and balances into short sequences.	To explore different methods of travelling across a mat. To consolidate and improve the quality of their actions, body shapes and balances, and their ability to link phrases of movement.	To explore different methods of travelling across a mat. To consolidate and improve the quality of their actions, body shapes and balances, and their ability to link phrases of movement.	To consolidate and improve the quality of their actions, body shapes and balances, and their ability to link phrases of movement.	To create sequences on apparatus, using good quality travelling actions, body shapes and balances. To improve their ability to select and link appropriate actions to make sequences in pairs.
			Outdoor: Netball				
		Rules of netball	Passing techniques (chest ball, overhead pass)	shooting techniques (two handed chess shot)	Off the ball movement	Small sided games	