

Year 3 / Autumn 2 Medium Term Plan

	Week 1 04/11/20	Week 2 09/11/20	Week 3 16/11/20	Week 4 23/11/20	Week 5 30/11/20	Week 6 07/12/20	Week 7 14/12/20
Themed Week					World Art Week		
Events		11th Nov: 1 minute Silence for Remembrance	16th Nov: Friendship Day	Y 3-5 Assessment week	World Art - Themed Week 4th Dec: Neena's Office Display (From Art Week) 4th Dec: Entrance Hall Deadline (From Art Week)		16th Dec: Xmas Jumper Day + Xmas Dinner Fri 18th Dec: Report Cards
Reading and Writing  Unicef RRS Article 31 & 29	Literacy and Language Unit 2						
	Fiction: A Tune of Lies			Assessment		Non Fiction: Instructions	
	Look at themes in A Tune of Lies.. Explore characters including what they think and how they develop at the play changes	To use the structure and characters from A Tune of Lies to write a new scene of the play with a different dilemma and setting.	Children are given the opportunity to edit and proofread their writing. Children improve particular aspects: spelling, grammar or punctuation.	Reading and Phonics Assessment Assessment Writing Piece: Script Writing	Children to be exposed to information text. Children discover that instructional texts are written with a specific audience in mind and how texts are structured. Children write their own instructions.	Children are given the opportunity to edit and proofread their writing. Children improve particular aspects: spelling, grammar or punctuation.	Children plan a presentation modelling a set of instructions and pitch the idea to a panel using chrome books.
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.							
Spoken Language	Chn act out parts of the play focus on pace, volume and expression. Discuss BIG QUESTION	Hot seating- what if not? Chn rehearse their scenes with their partners. Chn present their scenes to the class. Discuss BIG QUESTION			Chn to share instructional texts. Discuss BIG QUESTION		Children present their ideas to a panel of children. Teacher model presenting skills. pace, volume, language, confidence Discuss BIG QUESTION
Grammar & Punctuation	Correct use of: capital letters, full stops, question mark, commas in a list and exclamation mark.	Use article determiners of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel (e.g. <i>a rock, an open box</i>)	Subordinating conjunctions to express time, place and cause using (e.g. <i>when, before, after, while, so, because</i>), to create subordinate clauses.		Commas between clauses.	To know all noun classes: abstract/ collective/ common/ proper/ pronoun.	Prepositions (e.g. <i>before, after, during, in, because of.</i>)
Spelling	Words ending in 'ture' Special Focus Homophones	Adding 'ation' to verbs to form nouns.	Words with the 'c' sound spelt 'ch'	Words with the 'sh' sound spelt 'ch' Core Words Assessment	Words with the 'sh' sound spelt 'ch' Special Focus - The short 'I'	Adding the suffix 'ion'	Adding the suffix 'ian'
H-writing	Homophones	Adding -ation	Words with c sound spelt ch		Words with sh sound spelt ch	I sound spelt y	Adding -ion
Maths	Revision	Multiplication and Division					

	Recap misconceptions from previous half term. e.g. Column addition and subtraction.	Count from 0 in multiples of 4, 8, 11, 50 and 100 Recall and use multiplication and division facts for the 3, 6, 9 multiplication tables Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, Solve problems, including missing number problems, involving multiplication and division.	Count from 0 in multiples of 4, 8, 11, 50 and 100 Recall and use multiplication and division facts for the 3, 6, 9 multiplication tables Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, Solve problems, including missing number problems, involving multiplication and division.		Count from 0 in multiples of 4, 8, 11, 50 and 100 Recall and use multiplication and division facts for the 4, 8 and 11 multiplication tables Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, Solve problems, including missing number problems, involving multiplication and division.	Count from 0 in multiples of 4, 8, 11, 50 and 100 Recall and use multiplication and division facts for the 4, 8 and 11 multiplication tables Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, Solve problems, including missing number problems, involving multiplication and division.	Count from 0 in multiples of 4, 8, 11, 50 and 100 Recall and use multiplication and division facts for the 4, 8 and 11 multiplication tables Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, Solve problems, including missing number problems, involving multiplication and division.
History							
Geography	Location Knowledge					Human and Physical Geography	
	Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics.	Look at key geographical features (e.g. hills, mountains, coasts and rivers).	Identify land use patterns in the UK.		To understand how land use has changed over time. (London Docklands).	Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	Use a world map to label the continents and oceans.
Art & Design							
Engineering	Mechanical Systems				Eating Seasonally		
	Exploring Pneumatics	Designing a Pneumatic Toy	Making Pneumatic Toys		Assembling and evaluating toy	British Seasonal Foods	Rainbow Food
	Learning how pneumatic systems work. Understanding that mechanisms are a system of parts that work together to create motion	Designing a toy from recycled materials which uses one of three pneumatic systems. Developing a design criteria from a design brief	Creating a pneumatic system to achieve a desired motion and secure housing for the system.		Selecting materials due to their functional and aesthetic characteristics, manipulating them to create different effects	Learning that climate affects food growth and that not all fruits and vegetables can be grown in the UK. Understanding that we import food from other countries	Creating, tasting and evaluating a healthy and nutritious recipe using seasonal vegetables.
Music	Unit: Sounds			Unit: Poetry			
	Musical focus: Exploring sounds			Musical focus: Performance			

 Unicef RRS Article 29	Learning how sounds are produced and how instruments are classified Learning about aerophones Understanding musical conversation structure	Learning how sounds are produced and how instruments are classified Learning about idiophones Developing an understanding of call and response	Learning how sounds are produced and how instruments are classified Learning about chordophones Creating a call and response	Enhancing and extending the performance of a poem using vocal patterns Creating a piece of 'playground music' out of layered vocal patterns as part of a performance piece	Exploring contrasting moods and effects as part of a performance	Combining two rhythmic patterns using body percussion and percussion instruments as part of a performance piece	
 Unicef RRS Article 14 & 30	Celebrating Difference						
PSHE	Families	Family Conflict	Witness and Feelings	Witness and Solutions	Words That Harm	Compliments	Christmas
	I understand that everybody's family is different and important to them I appreciate my family/the people who care for me	I understand that differences and conflicts happen among family members I know how to calm myself down	I know what it means to be a witness to bullying I know some ways of helping to make someone who is being bullied feel better	I know that witnesses can make a situation better or worse by what they do I can problem solve a bullying situation with others	I recognise that some words are used in hurtful ways I try hard not to use hurtful words	I can tell you about a time when my words affected someone's feelings and what the consequences were I know how to give and receive compliments	Celebrating differences in the celebration of Christmas around the world
 Unicef RRS Article 14	Light						
RE	Why is light special?	Why do Hindus have divas for Diwali? Why do Sikhs celebrate Diwali?	How do Christians use light at Christmas?		What do Jews remember at Hanukkah?	What does the light at Hanukkah symbolise?	Why is light important at different religious festivals?
Spanish	Theme: Art New Target Language: -8 x colours /rojo, amarillo, verde, azul, blanco, negro, rosa, marron Phonetics focus: /b/ Core story: David va al colegio	New Target Language: -Body parts -cabeza, hombros, rodillas, pies, ojos, nariz, piernas, orejas, boca Phonetics focus: /j/	New Target Language: -What is it? It is... - Que es? Es... Phonetics focus: /m/	New Target Language: -How many are there? there are / is... Cuantas hay? Hay... Phonetics focus: /m/	New Target Language: -Describe a noun with and adjective - Eg. Una nariz verde Phonetics focus: /p/	Writing task: Language Passport 2 combining Target language from this half term	Culture focus: Gaudi
Computing	Programming: Scratch						
	Tinkering with Scratch	Using Loops	Making an Animation	Story Telling	Programming a game	Assessment/ Project Completion	
	Children familiarise themselves with 'Scratch': predicting, exploring and explaining as they go, then learn how to create 'sprites' and 'tinker" to explore the functionality of the different blocks available.	Using Scratch, children create musical instruments using either the 'sound' blocks, real musical notes or by selecting sounds from the library, using 'loops' to create the repetition found in most music pieces.	Children 'remix' an animation and make it their own by altering the program's code, following a set of challenges or suggesting alterations to the animations.	After practising how to debug code independently, pupils consider the plot in the animation 'storytelling', then remix it to complete the story by creating a middle and end and adding speech.	After playing the game 'Robot Bop', children explain the action and algorithm behind it, then represent the code on paper before programming it into Scratch to replicate the original.	Children to complete any outstanding work and take part in assessments.	
Science	Animals Including Humans						

	<p>Animals including humans Assessment for learning Classifying Based on the children's own criteria classify food items leading to sorting by nutrients Classify animals by own criteria, leading to sorting by whether or not they have skeletons</p>	<p>1. I can identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p>	<p>2. I can identify that humans and some other animals have skeletons and muscles for support, protection and movement</p> <p>Pattern Seeking Children generate questions for investigation such as: Do people with long arms throw further? Can people with short legs jump higher? Can people with longer legs run faster? Can people with bigger hands catch a ball more easily?</p>		<p>3. I can talk about what constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>Pattern Seeking Children generate questions for investigation such as: Do 'healthy' drinks have less sugar?</p>	<p>4. I understand the principles of planning and preparing a range of healthy meals.</p>	<p>Assessment for learning</p>
PE	Indoor: Gymnastics						
	Fitness test	Balance Beams	Pommel horse	Floor work, sequence of movements	Circuit (balancing, pommel horse and floor work)		
	Outdoor: Tag Rugby						
Rules of tag rugby	Throwing and catching the rugby ball (passing techniques)	Scoring a try, 1 v 1 and 2 v 2 games.	Patterns of play (how to still move forward while throwing the ball backwards)	Small sided games	Small sided games	Review	