

Autumn 1 Medium Term Plan 2023 Year Group: 3

Subject	Week 1 (4 days)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English Writing	<p>Lucky Dip</p> <p>Using: Lucky Dip from YouTube. Listening activity – plotting key words. Brainstorm key words. Retell orally within class.</p> <p><u>L.O. To be able to identify groups which words belong to</u></p> <p>Sentence level work based on Lucky dip - focus on nouns and adjectives</p> <p>Outcomes:</p> <p>Completed word group</p>	<p>Lucky Dip</p> <p><u>L.O. To be able to identify groups which words belong to</u></p> <p>Sentence level work based on Lucky dip - focus on verbs and adverbs</p> <p>Independent write in Big Write books</p> <p>Expectations re setting out learning objective etc</p> <p>Outcomes:</p> <p>Completed word group activities in English book.. Writing checker.</p>	<p>Stone Age Boy</p> <p>Character descriptions</p> <p><u>L.O. To be able to find expanded noun phrases</u></p> <p>Ch identify expanded noun phrases in two contrasting character descriptions</p> <p><u>L.O. To be able to write (and ask) questions to investigate a character</u></p> <p>Ch write questions below a character picture.</p>	<p>Stone Age Boy</p> <p><u>L.O. To be able to use expanded noun phrases to describe a 'Day in the Life of' a character</u></p> <p>(Choice of 2 different characters) Use banks of expanded noun phrases</p> <p>Oral rehearsal. Use of inference. Plan/Write/Edit</p> <p><u>L.O. To be able to use and identify word types in writing, (including own)</u></p>	<p>Stone Age Boy</p> <p>Stories set in an historical world - Based on Stone Age Boy</p> <p><u>L.O. To be able to sequence a story, which goes back in time.</u></p> <p><u>L.O. To be able to learn and use Stone age technical vocabulary</u></p> <p>(e.g. caves, fires, fur)</p> <p>Outcome: Differentiated story map completed with pictures and captions (include</p>	<p>Stone Age Boy</p> <p><u>L.O. To be able to use expanded noun phrases.</u></p> <p>Shared writing for ideas generation followed by ch having a go themselves (nouns, adjectives, verbs, adverbs)</p> <p><u>L.O. To be able to use co-ordinating conjunctions correctly in sentences</u></p> <p>Exercises on white boards and in English books using pictures from</p>	<p>Stone Age Boy</p> <p><u>L.O. To be able to innovate a story using speech</u></p> <p>Ch plan then write the ending of the story with focus on correct use of inverted commas</p> <p>Outcome:</p> <p>Ch write their own ending to the story using all the SPaG features we have been working on</p> <p>Use sentence checkers</p>

	<p>activities in English book.</p>	<p>Independent assessed piece of writing in Big Write book</p>	<p>Hot seat a character. Repeat with contrasting character</p> <p><u>L.O. To be able to infer a character's actions</u> (2x sessions)</p> <p>Ch work in pairs/small groups to generate ideas about a day in the life of a character (whole class shared write)</p> <p>Ch write their own character description in English book</p> <p>Outcomes:</p> <p>Independent piece of writing which includes expanded noun phrases. Ch use sentence</p>	<p>Writing checkers –</p> <p>Model with use of correct colours for word groups.</p> <p>Outcome:</p> <p>A paragraph of description about a day in the life of one of the characters (Om/the boy)</p>	<p>setting, characters, plot)</p> <p><u>L.O. To be able to imagine what a character might be saying</u></p> <p>Go through story. Use freeze frame to generate ideas about what the characters may be saying. ch work in groups and write down ideas on large sheets of paper</p> <p><u>L.O. To be able to show speech using inverted commas</u></p> <p>Using ideas generated on the previous day ch write speech sentences in English books. Use pictures</p>	<p>the book as stimulus</p> <p><u>L.O. To be able to retell a historical story with innovation of character and plot.</u></p> <p>Planning new story box content preceded by drama</p> <p>Outcome:</p> <p>Write up the beginning of the story with adapted content.</p> <p>Ch read their writing to each other</p>	
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			checker independently		from the book and speech bubbles Outcome: Speech sentences in English books using correct punctuation		
Spelling	going so where there who how over sleep group heard actual learn diet stone age Tense Suffix: ful, less, ly	would should could took school round shouted arrive arrived circle healthy animal suffix: ment ness	think home did not didn't can't I am I'm often build drilled farmers human	know knee bear hair magic again plane other eight caught hunter gatherer Homophones Syllables, phonemes	long after things new knew through blew centre century fire teeth wood Homophones Use of the suffixes -er, - est in adjectives and -ly to turn adjectives into adverbs.	eat ate everyone all our hour door floor heart breath dwelling dweller	tree two too to take thought find right busy early time line
Handwriting	i t p n	in it ip pin	nit pip s a	d itpn is sit	at tap sip tins	said taps and e	h ten pet hat

Reading	Intro to VIPERS through differentiated practice texts	Book Study: <i>Bill's New Frock</i> - Anne Fine Week 1	Book Study: <i>Bill's New Frock</i> - Anne Fine Week 2	Book Study: <i>Bill's New Frock</i> - Anne Fine Week 3	Book Study: <i>Bill's New Frock</i> - Anne Fine Week 4	Book Study: <i>Bill's New Frock</i> - Anne Fine Week 5	Book Study: <i>Bill's New Frock</i> - Anne Fine Week 6
Maths	<p>Recap times tables Power Maths 2A Unit 5 Multiplication and division</p> <p>Lesson 6 To know multiplication and division facts for 2x table</p> <p>Lesson 7 To know multiplication and division facts for 5x table</p> <p>Lesson 8 To know multiplication and division facts for 10x table</p>	<p>Power Maths 3A Unit 1 Place value within 1,000</p> <p>Lesson 1 To be able to represent and partition numbers to 100</p> <p>Lesson 2 To be able to identify and label numbers on a number line (to 100)</p> <p>Lesson 3 To be able to count in 100s</p> <p>Lesson 4 To be able to represent and write numbers to 1,000</p>	<p>Power Maths 3A Unit 1 Place value within 1,000</p> <p>Lesson 5 To be able to partition numbers to 1,000 (standard partitioning)</p> <p>Lesson 6 To be able to partition numbers to 1,000 (non-standard partitioning)</p> <p>Lesson 7 To be able to represent numbers using PV counters</p> <p>Lesson 8 To be able to identify and label numbers on a</p>	<p>Power Maths 3A Unit 1 Place value within 1,000</p> <p>Lesson 9 To be able to estimate number positions on a number line (to 1,000)</p> <p>Lesson 10 To be able to find 1, 10 or 100 more or less than a given number (incl exchange)</p> <p>Lesson 11 To be able to compare two numbers (within 1,000)</p> <p>Lesson 12 To be able to order a set of</p>	<p>Power Maths 3A Unit 1 Place value within 1,000</p> <p>Lesson 13 To be able to count in 50s</p> <p>Power Maths 3A Unit 2 Addition and Subtraction (1)</p> <p>Lesson 1 To be able to use number bond knowledge</p> <p>Lesson 2 To be able to add and subtract 1s (no exchange)</p> <p>Lesson 3 To be able to add and subtract 10s (no exchange)</p>	<p>Power Maths 3A Unit 2 Addition and Subtraction (1)</p> <p>Lesson 4 To be able to add and subtract 100s (no exchange)</p> <p>Lesson 5 To be able to identify patterns in addition and subtraction</p> <p>Lesson 6 To be able to add 1s (with exchange)</p> <p>Lesson 7 To be able to add 10s (with exchange)</p>	<p>Power Maths 3A Unit 2 Addition and Subtraction (1)</p> <p>Lesson 8 To be able to subtract 1s (with exchange)</p> <p>Lesson 9 To be able to subtract 10s (with exchange)</p> <p>Lesson 10 To be able to use related facts to solve calculations</p>

			number line (to 1,000)	numbers (within 1,000)			
Calculation <i>See DfE Guidance doc for criteria relating to codes</i>	2NPV-1 Recap Lesson 1 Standard partitioning Lessons 2 & 3 Non-standard partitioning Lesson 4 Times tables practice and test	2NPV-1 Recap 3NPV-2 Lesson 1 Standard partitioning Lessons 2 & 3 Non-standard partitioning Lesson 4 Times tables practice and test	3NPV-2 Lesson 1 Standard partitioning Lessons 2 & 3 Non-standard partitioning Lesson 4 Times tables practice and test	2AS-3 Recap Lesson 1 Adding / subtracting ones to / from a 2-digit number Lesson 2 Adding / subtracting tens to / from a 2-digit number Lesson 3 Adding / subtracting ones and tens to / from a 2 digit number Lesson 4 Times tables practice and test	2NF-1 Recap 3NF-1 Lessons 1-2 Mental addition and subtraction within 10 Lesson 3 Mental addition and subtraction bridging 10 Lesson 4 Times tables practice and test	3NF-1 Lesson 1 Mental addition and subtraction within 10 Lessons 2 & 3 Mental addition and subtraction bridging 10 Lesson 4 Times tables practice and test	<i>Consolidate this half term's number fluency objectives</i>
Science Animals including humans	No lesson this week	Pre learning assessment sheets Sc3/2.2a L.O. To know what makes an ideally balanced diet. *Sort food into correct groups and learn the names of the food and	Sc3/2.2a L.O. To know what makes an ideally balanced diet. *Recap food groups using the Eatwell Plate Learn the 7 nutrients and their benefits. Outcome:	Sc2/2.3b Y2 recap L.O. To know how the MRSNERG acronym can describe human needs. Sc3/2.2a L.O. To analyse the health of different diets.	Sc3/2.2a L.O. To use dietary knowledge to infer what a cave man's diet would have been like. *Consider Discuss different needs of different people.	No lesson this week	Sc3/2.2b L.O. To explain how human skeletons compare with those of other animals. *Learn a skeleton song. Study diagrams of human and some animal skeletons.

		<p>groups. (Use the Eatwell Plate)</p> <p>Sc3/2.2a L.O. To describe the needs of different humans and animals * Learn the 'types of eater' categories.</p> <p>Outcome: Be a zoo biologist! Draw diagrams to explain types of eater.</p> <p>Sc4/1.1 Asking relevant questions and using different types of scientific enquiries to answer them</p>	<p>Be a teacher! In groups, ch compose a rhyme with actions (or poster), to explain their nutrient to the class. (photocopies in books and annotated personally next week)</p> <p>Sc4/1.9 Using straightforward scientific evidence to answer questions or to support their findings.</p>	<p>*Study food pyramid diagrams or plates of food analysis and comparison and suggest improvements (groups)</p> <p>Outcome: Be a parent! Which crisps have the highest salt/fat content? Analyse data from food packaging, draw graphs</p> <p>Sc4/1.1 Asking relevant questions and using different types of scientific enquiries to answer them</p>	<p>Relate to learning in History – Stone Age Infer what a caveman's diet</p> <p>Outcome: Be a nutritionist! might have been. Labelled diagram showing ideas. Add suggestions for possible health issues.</p> <p>Sc4/1.9 Using straightforward scientific evidence to answer questions or to support their findings.</p>		<p>Explain how and why they think they are different.</p> <p>Outcome: Be an archaeologist! Explain which animal they have found a skeleton of and give reasons.</p> <p>Sc4 Sort animals based on their skeletons. Present results orally to the class</p>
<p>Art & Design</p> <p>History: Stone Age English: Stone Age Boy Geography: Wales (Flint)</p>	<p>No lesson this week</p>	<p>Ar2/1.3 L.O. To know the origins of cave paintings</p> <p>Name the location of key evidence sites. Describe key features of this</p>	<p>Ar2/1.1 Ar2/1.2 L.O. To be able to draw in the style of a cave dweller using a range of pencil grades</p>	<p>Ar2/1.2 L.O. To be able to draw in the style of a cave dweller using a variety of media</p> <p>Develop intricate</p>	<p>Ar2/1.2 L.O. To be able to draw in the style of a cave dweller</p> <p>Ch draw onto 'aged' paper using charcoal, chalk, pencil</p>	<p>No lesson this week</p>	<p>No lesson this week</p>

		<p>art and its purpose.</p> <p>Outcomes: In sketch books ch draw one animal/figure from Magura, Lascaux and Altimira using HB pencil</p>	<p>Drawing in sketch books</p> <p>Outcome: Ch draw animals in sketch books using a range of pencil grades</p>	<p>patterns/ marks/ drawings with a variety of media.</p> <p>Outcome: Ch draw in sketch books using a variety of media (chalk, charcoal, pencil crayons)</p>	<p>crayons and pencils</p> <p>Outcome: Each child produces their own finished piece of artwork using a variety of media</p>		
Computing	No computing this half term						
Design & technology	No lesson this week.	No lesson this week.	No lesson this week.	No lesson this week.	No lesson this week.	<p>DT Day</p> <p>L.O. To identify advertising techniques L.O. To be able to design an appealing, healthy yoghurt L.O. To use cooking techniques such as: chopping, peeling, grating slicing, mixing L.O. To understand that recipes can be adapted to change the</p>	No lesson this week.

						<p>appearance, taste and aroma of a dish (Tasting, trial and adapting) L.O. To know how to prepare simple dishes hygienically and safely. L.O. To be able to describe, evaluate and market a food product.</p> <p><u>Outcome:</u> <u>Design and make a flavoured yoghurt.</u></p>	
Geography	No Geography this half term						
History (Alternating with library trips).	No lesson this week.	Pre-topic discussion: share artefacts / pictures related to Stone Age and generate questions on A1 paper to be referred to or added to	How and where did Stone Age people live? <i>To be able to describe the Stone Age way of life.</i> Focus on Skara Brae	What did Stone Age people make and use? <i>To know the purpose of some Stone Age artefacts</i> <i>To be able to infer an</i>	Review discussion: were all of our questions from wk 1 answered? Refer back to A1 paper What are the differences between Stone	(Alternating with library trips).	(Alternating with library trips).

		<p>throughout the sequence</p> <p>When was the Stone Age?</p> <p><i>To be able to place the Stone Age on an historical timeline</i></p> <p><i>To be able to understand and use BC and AD</i></p> <p>Place the time studied on a timeline</p> <p>Outcomes:</p> <p>Timelines annotated in book</p> <p>Physical timeline on the yard, noting other historical events.</p> <p>Spoken work using sentence stems: e.g. <i>The</i></p>	<p>Hunter / Gatherers to Farmers</p> <p>Types of shelters and how these changed</p> <p>Outcomes:</p> <p>Online / book research on Skara Brae</p> <p>Location in Scotland</p> <p>Short written descriptions</p> <p>Sketches of shelters</p> <p>Similarities and differences.</p>	<p><i>artefacts use from its details/properties.</i></p> <p>Focus on tools and clothes</p> <p>Discuss sources of information - how do we know what they made?</p> <p>Role of archaeology</p> <p>Outcomes:</p> <p>Annotated diagrams of artefacts</p> <p>Written / verbal descriptions of their purpose</p>	<p>Age life and modern life?</p> <p><i>To be able to compare and contrast two historical periods</i></p> <p>Enquiry question: Are there any similarities between Stone Age and Modern Day life?</p> <p>Outcomes:</p> <p>In books, notes for group presentations on the above question</p>		
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		<i>Stone Age was x years before...</i>					
MFL	<p>1: Greetings and French culture</p> <p>Understand that French is spoken in France and elsewhere. Say and respond to <i>bonjour, salut</i> and <i>au revoir, à tout à l'heure</i> and <i>à bientôt</i>.</p> <p>Understand the convention of kissing on the cheek when greeting.</p>	No lesson this week	<p>2: Greetings and classroom instructions</p> <p>Say and respond to <i>bonjour, salut</i> and <i>au revoir</i>.</p> <p>Say and respond to <i>Ça va?</i> and <i>Et toi?</i> using <i>très bien, pas très bien</i> and <i>comme ci, comme ça</i>.</p>	No lesson this week	<p>3: Classroom instructions</p> <p><i>taisez-vous, écoutez, regardez, répétez, levez-vous</i> and <i>asseyez-vous</i>.</p> <p>Understand that French has silent letters and that <i>-z</i> is always silent when at the end of a word.</p> <p>Learn how to pronounce the phoneme <i>é</i>.</p>	No lesson this week	<p>4: Animals</p> <p>Say and respond to <i>un chat, un chien, un cochon, un lapin, une souris, une tortue</i> and <i>un serpent</i>.</p> <p>Learn to sing a well-known French song. Learn how to pronounce the phoneme <i>ch</i>.</p>
PE	<p>PE2/1.1a Key skills</p> <p>Footwork and ball handling skills LO: To understand the basic principles of the footwork rule. To be able to run and land correctly without a ball. To develop ball</p>	<p>PE2/1.1a Key skills</p> <p>Passing skills LO: To introduce chest and shoulder pass and when it should be used in the game. To develop footwork by receiving a ball and landing correctly by</p>	<p>PE2/1.1a Key skills PE2/1.1b Games</p> <p>Landing, pivoting and passing LO: To pivot in order to pass to a player in a space. To move into a space to receive the ball in order to</p>	<p>PE2/1.1a Key skills</p> <p>Moving, receiving and passing LO: To develop movement onto the ball in a small group. To use angled leads onto the ball to keep possession. To work as part of a team to</p>	<p>PE2/1.1a Key skills PE2/1.1b Games</p> <p>Marking a player LO: To defend by keeping a player out of the game. To learn the rule that players must pass the ball within 5 seconds. To</p>	<p>PE2/1.1a Key skills PE2/1.1b Games</p> <p>Shooting LO: To use the basic shooting technique and develop footwork to land correctly. To learn which players in a team are</p>	<p>PE2/1.1b Games</p> <p>Understanding the high 5 game LO: To combine all skills taught to play the 5 a side game. To work together as a team. To develop simple tactics in order</p>

	<p>handling in pairs</p> <p>Outcome: Ch are able to run jump and land, catching and passing a ball</p>	<p>driving onto the ball</p> <p>Outcome: Ch are able to use chest and shoulder passes</p>	<p>keep possession</p> <p>Outcome: Ch are able to catch a ball and pass to another player by pivoting</p>	<p>move the ball towards a goal</p> <p>Outcome: Ch are able to work together to pass the ball from one end of the pitch to another</p>	<p>introduce basic tactics of defending</p> <p>Outcome: Ch are able to defend effectively</p>	<p>allowed to shoot.</p> <p>Outcome: Ch are able to shoot accurately</p>	<p>to keep possession</p> <p>Outcome: Ch are able to combine all the skills learnt to play a full game</p>
RE	No lesson this week	<p><u>Overview</u> of the religions we will cover. *Assess prior knowledge <u>L.O. To compare methods of and reasons for celebrations in our lives.</u> *Discussion looking at same and different experiences. Outcome: Together, create a table to record these and reflect on results. Note the difference between religious and non-religious celebrations</p>	<p><u>L.O. To be able to recall key facts about Christian beliefs about God and the world</u> *Key facts given on a PP Outcome Snowball activity with key facts to share. Bullet point notes as a class Plenary: Hear reports from 2 Christians about what their religion means to them.</p>	<p><u>L.O. To be able to explain how beliefs impact on a person's life</u> (Related to last week's plenary) *Children explain this by recalling 2 people's accounts of their beliefs. Outcome: Discussion questions will be answered in groups and shared with the class.</p>	<p><u>L.O. To understand the link between commitment and following a religion</u> * Explore the meaning of the word commitment in our everyday lives. Outcome: List ways we show commitment and label how we do that.</p>	No lesson this week	<p><u>L.O. To understand the link between commitment and following a religion</u> * What might religious commitment entail for a Christian? Outcome: Explanation for a Sunday School As a committed Christian, a person must...</p>

<p>RSHE</p>	<p>No lesson this week</p>	<p>P1) How do I keep my body healthy?</p> <p>Outcome:</p> <p>Research sleep;</p> <p>List things that you enjoy, things that are healthy and things that are both</p>	<p>No lesson this week</p>	<p>P2) How do I get a healthy diet?</p> <p>Outcome:</p> <p>Worksheets;</p> <p>Own version of the East Well plate</p>	<p>No lesson this week</p>	<p>Os1) Online strangers</p> <p>Outcome:</p> <p>Draw a 'Circle of friends'</p> <p>Sort statements into this circle</p>	<p>No lesson this week</p>
<p>MUSIC (Taught alternating weeks)</p> <p><i>National Curriculum outcomes for KS2</i></p> <p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>HUMAN BODY</p> <p>Lesson learning •Understanding call and response structure</p> <ul style="list-style-type: none"> •Performing word rhythms •Exploring sounds <p>Bones Sing a call and response song and create a skeleton dance</p> <p>Bones quiz Test knowledge of bones in a movement activity</p> <p>Bones ~ instruments Explore and play skeleton instruments in a call and response structure</p>		<p>HUMAN BODY</p> <p>Lesson learning •Singing in two parts •Performing call and response structure •Exploring sounds</p> <p>Muscles Learn the song Muscles and add a clapping pattern</p> <p>Muscles for playing Sing and play the Muscles melody and create muscle dances</p> <p>Bones and muscles Combine two songs and organise a performance</p>		<p>HUMAN BODY</p> <p>Lesson learning •Understanding and performing binary form</p> <ul style="list-style-type: none"> •Performing call and response <p>Skelebones Explore music with two contrasting sections - a binary structure</p> <p>Broken skeleton call and response ~ A section Improvise within a call and response structure</p> <p>Skeleton dance music ~ B section</p> <p>Compose skeleton dance music</p>		<p>No lesson this week</p>

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