**Medium Term Plan – Half Term**

**Year Group:** 3 **Term:** Autumn 1 **Topic:** A Journey Through Time

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| **Weeks** | | **Week 1**  **06/09/21**  **3 days** | | **Week 2**  **13/09/20** | | **Week 3**  **20/09/20** | **Week 4**  **27/09/20** | **Week 5**  **04/10/20** | **Week 6**  **11/10/20** | | **Week 7**  **18/10/21**  **4 days** |
| **Unusual Timetable Events** | | **INSET 06/09/21**  **INSET 07/09/21**  **Topic Launch – Stone Age Day 09/09/20**  **11/09/21 PUMA assessment paper**  **08/09 and 09/09 Phonics’ screening** | | **BASELINE**  **Times table assessment – 28 challenge Y3**  **PIRA assessment paper**  **GAPS assessment paper** | | **Year 2 SP Test** |  |  |  | | **INSET 22/09/21** |
| **Maths Intent:**  **To know the place value of 3-digit numbers.**  **To add and subtract 3-digit numbers, crossing 10 and 100.** | | | | | | | | | |  | |
| **Maths** | | **PUMA assessment** | | **Number and Place Value**  Wk 1/3  1. Represent numbers to 100 **(R).**  2. Tens and ones using addition **(R).**  3. Hundreds.  4. Numbers to 1,000. | | **Number and Place Value**  Wk 2/3  1. Numbers to 1,000 on a PV grid.  2. 100, 10s, 1s (1).  3. 100, 10s, 1s (2)  4. Number line to 100. (R) | **Number and Place Value**  Wk 3/3  1. Number line to 1,000.  2. Find 1, 10, 100 more or less.  3. Compare objects.  4. Compare numbers. | **Number – Addition and Subtraction**  Wk 1/5  1. Ordering numbers.  2. Count in 50s.  3. Add and subtract multiples of 100.  4. Add and subtract 1s. **(R)** | **Number – Addition and Subtraction**  Wk 2/5  1. Add and subtract 3-digit and 1-digit numbers.  2. Add a 2-digit and 1-digit numbers. **(R)**  3. Add 3-digit and 1-digit numbers.  4. Subtract a 1-digit number from 2-digits. **(R)** | | **Number – Addition and Subtraction**  Wk 3/5  1. Subtract a 1-digit number from a 3-digit number.  2. Add and subtract 3-digit and 2-digit numbers.  3. Add 3-digit and 2-digit numbers.  4. Subtract a 2-digit number from a 3-digit number. |
| **Maths End Points** | * Identified, represented and estimated numbers using different representations. * Found 10 or 100 more or less than a given number * Recognised the place value of each digit in a three-digit number (hundreds, tens, ones). * Compared and ordered numbers up to 1000 * Read and wrote numbers up to 1000 in numerals and in words. * Solved number problems and practical problems involving these ideas. * Counted from 0 in multiples of 4, 8, 50 and 100 * Added and subtracted numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three digit number and hundreds. * Added and subtracted numbers with up to three digits, using formal written methods of columnar addition and subtraction. * Estimated the answer to a calculation and use inverse operations to check answers.   Solved problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. | | | | | | | | | | |
| **Maths Fluency** | |  | | Number facts  **MD** | | Number facts  **MD** | Number facts  **MD** | Number facts  **MD** | Number facts  **MD** | | Number facts  **MD** |
| **Fluency End Points** | * Learnt number bonds to 10 and 20. * Recalled number facts with increasing speed. | | | | | | | | | | |
| **English Intent:**  To baseline the children’s writing to prepare for accurate teaching of areas for development.  To write a set of instructions with key elements, recapping KS1 writing skills. | | | | | | | | | | | |
| **English** | | **5 Baseline texts**  **Day 1 – Teach**  **Day 2 – Write**   1. **Recount** | | 1. **Story** 2. **Letter** | | 1. **Story**   T4W  How to wash a woolly mammoth - Imitate  1. Elicitation task  2. Learn a text  3. Learn and text and give opinions about a text. | T4W  How to wash a woolly mammoth - SPaG  1.Word classes.  2. Noun phrases.  3. What is a sentence?  4. Different types of sentence. | T4W  How to wash a woolly mammoth - SPaG  5. Coordinating conjunctions.  6. Commas.  7. Apostrophes.  8. Past and present tense. | T4W  How to wash a woolly mammoth - Innovate | | T4W  How to wash a woolly mammoth - Invent |
| **English End Points** | * **Used familiar and new punctuation correctly, including full stops and capital letters.** * **Used expanded noun phrases to describe and specify.** * **Used co-ordination in their writing (using or, and, or but).** * **Used fronted adverbials of time.** * **Planned what they were going to write, by writing down key ideas and vocabulary.** * **Imitate vocabulary use and a style of writing.** * **Used present tense.** * **Used imperative verbs.** | | | | | | | | | | |
| **Reading Intent:**  To broaden knowledge of the human body and The Stone Age, whilst developing reading skills of vocabulary, inference and retrieval. | | | | | | | | | | | |
| **Reading Skills** | | |  | | Text to be completed in rotation:   1. The time machine (1 week) 2. The Stone Age Boy (1 week) 3. Ugg (1 week) 4. The Fangs Family (2 weeks)   Kilmar: Text order: 1, 2, 3, 4.  Bearah: 2, 3, 4, 1.  Tregarrick: 3, 4, 1, 2. | | | | | | |
| **Reading End Points** | **VIPERS** – this term children focused on:  Vocabulary:   * Give/explain the meaning of words in context * Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context * Identifying how language, structure and presentation contribute to meaning   Inference:   * Make inference from the text/explain and justify using evidence from the text * Drawing inferences such as inferring character’s feelings, thoughts and motives from their actions and justifying inferences with evidence   Retrieval:   * Retrieve and record key information / key details from fiction and non-fiction   Retrieve and record information from non-fiction | | | | | | | | | | |
| **Spelling Intent:**  To recognise and correctly spell words using the suffixes er, est, ful, less and ly. | | | | | | | | | | | |
| **Spellings** | |  | | Er | | est | ful | -ess | ly | | Recap |
| **SEND Spellings (handwriting)** | |  | | The  A  Do  To  Today | | Of  Said  Says  Your  They | Be  He  Me  She  We | No  Come  Some  One  Once | Ask  Friend  School  Put  Are | | Were  Was  Is  His  Has |
| **Spelling End Points** | * To spell words with suffix: * Er, est, ful, less, ly | | | | | | | | | | |
| **Computing Intent:**  **To be able to use the laptops correctly; including knowing the SMART rules.**  **To be able to type with increasing speed.** | | | | | | | | | | | |
| **Computing** | |  | |  | | **Basic Skills** – using laptops and SMART rules | **Basic Skills** – using laptops and SMART rules | **Basic Skills** – using laptops and SMART rules | **Basic Skills** – using laptops and SMART rules | | **Basic Skills** – using laptops and SMART rules |
| **Computing End Points** | * Used the laptops correctly (turning them on, opening software, shutting them down and putting them away properly. * Began to develop basic typing skills. * Used search engines to find basic information. | | | | | | | | | | |
| **Science Intent:**  **To be able to talk about the importance of a healthy diet.**  **To know the importance of the human skeleton, muscles and looking after the human body.** | | | | | | | | | | | |
| **Science** | |  | | **Science:** Food for thought | | **Science:** A balanced diet | **Science:** Bones and skeletons | **Science:** Muscles and movement | **Science:** Time to investigate | | **Science:** Personal trainers’ presentations |
| **Science End Points** | **Science:**   * Know that animals need the right types and amount of nutrition to live healthily. * Know that humans do not make their own food. * Know that animals, including humans, have skeletons and muscles for support, protection and movement. * Muscles work in pairs. * Name some of the food groups. * Talk about what is healthy and what is unhealthy. | | | | | | | | | | |
| **Science Investigation (x1)** | |  | |  | |  |  |  | **Science:** Time to investigate **KH** | |  |
| **Science Investigation End Points** | * Set up simple practical enquiries and comparative and fair tests. * Made systematic and careful observations and, where appropriate, taking accurate measurements using standard units. * Used results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. | | | | | | | | | | |
| **Topic Intent:**  **To begin to understand the timeline of life as recorded from the Stone Age.**  **To know the changes throughout the Stone Age, Bronze Age, and Iron Age.**  **To have the skills to sketch with more detail.**  **To develop an understanding of the history of music.**  **To listen with attention to detail and recall sounds with increasing aural memory.** | | | | | | | | | | | |
| **Topic** | | Elicitation:  Complete ‘information mat’ before launch  **TOPIC LAUNCH**  Cave paintings  Story by the fire/clay art  Food scavenger hunt  Mammoth net | | **History:**  Prehistory (chronology).  **Art**:  Make marks using a pencil.  **Music:**  Listen to and interpret music. | | **History:**  Hunter gatherers.  **Art:**  Use the 5 basic elements of shape.  **Music:**  Which instrument? | **History:**  Skara Brae.  **Art:**  To sketch items.  **Music:**  Creating graphic scores. | **History:**  Stonehenge (and recent discovery 2020).  **Art:**  To sketch following instructions.  **Music:**  Let’s rehearse. | **History:**  Bronze Age.  Bronze Age – Grave goods.  **Art:**  To sketch following instructions – Rob Biddulph  **Music:**  Let’s perform. | | **History:**  Iron Age Hill forts.  Show stopper: 2nd attempt of ‘information mat’ |
| **Topic End Points (KIRFS)** | **History: The Stone Age, to the Iron Age to the Bronze Age:**   * Prehistory contains these eras: Stone Age, Bronze Age and Iron Age. Prehistory is a time before there were any written records of history. * Chronology means in time order. BC- Before Christ AD- Anno Domini (The Year of Our Lord) * Bronze Age was when man made metal to create stronger tools and weapons. Bronze is made of copper and tin. * Settlements changed throughout prehistory. Stone Age people were hunter-gatherers and did not settle. Farming was later introduced at the end of the Stone Age and the beginning of the Bronze Age. In the Iron Age, people lived in hill forts as tribes.   **Art: Basic sketching skills:**   * Made marks using a pencil. * Used the 5 basic elements of shape. * Sketched items. * Sketched following instructions.   **Music:**   * Developed an understanding of the history of music. * Listened with attention to detail and recalled sounds with increasing aural memory | | | | | | | | | | |
| **Topic Writing** | |  | |  | |  |  |  | Science investigation write-up | |  |
| **Topic Writing End Points** | **Science Experiment Write Up**  **•** Included a heading and subheadings  • Used paragraphs to structure writing  • Used a ? after a question  • Included a prediction  • Used time conjunctions | | | | | | | | | | |
| **PE Intent:**  **To develop physical fitness and mental health and build upon transferrable basic skills.** | | | | | | | | | | | |
| **PE** | |  | | Outdoor PE: Basic skills: following instructions.  Indoor PE: Circuits | | Outdoor PE: Basic skills: throwing.  Indoor PE: Circuits | Outdoor PE: Basic skills: catching.  Indoor PE: Circuits | Outdoor PE: Basic skills: running.  Indoor PE: Circuits | Outdoor PE: Basic skills: kicking a ball.  Indoor PE: Circuits | | Outdoor PE: Basic skills: kicking a ball.  Indoor PE: Circuits |
| **PE End Points** | * Learnt to take turns. * Learnt to listen to and follow instructions. * Learnt to throw a ball. * Learnt to catch a ball. * Learnt to run in a straight line. * Learnt to kick a ball. * Learnt to work as a team. * Learnt to repeat activities and know which muscle group was being used. | | | | | | | | | | |
| **RE Intent:**  **To understand what the creation story means to Christians.** | | | | | | | | | | | |
| **RE** | |  | | Creation and Fall– What do Christians learn from the creation story? | | Creation and Fall– What do Christians learn from the creation story? | Creation and Fall– What do Christians learn from the creation story? | Creation and Fall– What do Christians learn from the creation story? | Creation and Fall– What do Christians learn from the creation story? | | Creation and Fall– What do Christians learn from the creation story? |
| **RE End Points** | * Learn about what Christians believe about the creation story and how the creation and fall story changes their belief | | | | | | | | | | |
| **French Intent:**  **To know basic French greetings.**  **To talk briefly about themselves in French.**  **To count to ten in French.** | | | | | | | | | | | |
| **French** | |  | | Moi (All about me) Greetings, family and numbers to 10 | | Moi (All about me) Greetings, family and numbers to 10 | Moi (All about me) Greetings, family and numbers to 10 | Moi (All about me) Greetings, family and numbers to 10 | Moi (All about me) Greetings, family and numbers to 10 | | Moi (All about me) Greetings, family and numbers to 10 |
| **French End Points** | * Learnt to talk all about themselves * Learnt French greetings * Learnt to count to ten | | | | | | | | | | |
| **Trips/visitors** | | Stone Age Day | |  | |  |  |  |  | |  |
| **RSHE Intent:**  **To talk about their achievements.**  **To be able to express their feelings.**  **To think about the choices they make.**  **To know how to work well with others.** | | | | | | | | | | | |
| **PSHE** | |  | | Achievements & Goals | | Feelings of myself & others | Rights and Responsibilities | Actions and Consequences | Working well with others | | Following our class charter |