**Medium Term Plan – Half Term**

**Year Group:** 3 **Term:** Autumn 2 **Topic:** A journey through time

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Weeks** | **Week 1****01/11/21** | **Week 2****08/11/21** | **Week 3****15/11/21** | **Week 4****22/11/21** | **Week 5****29/11/21** | **Week 6****06/12/21** | **Week 7****13/12/21** |
| **Unusual Timetable Events** | **Send Roman Day letter out** |  |  |  | **Roman Day 01.12****STEAM Days****Kilmar: 29/11****Tregarrick: 30/11****Bearah: 02/12****Trewortha: 03/12** | **Celebration Assembly 07/12** | **SMSC Day (am) 16/120** |
| **Maths Intent:****To confidently add and subtract 3 digit numbers, with exchanging.****To Use their knowledge of simple times tables to support multiplication and division.** |
| **Maths** | **5/6 Number – addition and subtraction**1. Add 2-digit & 3-digit numbers - not crossing 10 or 100 2. Add 2-digit & 3-digit numbers - not crossing 10 or 100 crossing 10 or 100 3. Add two 3-digit numbers - not crossing 10 or 100 4. Add 2-digit and 3-digit numbers**MD** | **6/6Number – addition and subtraction**1. Subtract a 3-digit number from a 3-digit number - no exchange 2. Subtract a 3-digit number from a 3-digit number – exchange3. Subtract a 2-digit number from a 3-digit number - crossing 10 or 1004. **VS** | **1/5Number – multiplication and division** 1. Multiplication using the symbol **R**2. Using arrays **R**3. 2 times-table **R**4. 5 times-table **R****MD** | **2/5 Number – multiplication and division**1. Make equal groups - sharing **R**2. Make equal groups - grouping **R**3. Divide by 2 **R**4. Divide by 5 **R** **VS** | **3/5 Number – multiplication and division**1. Divide by 102. Multiply by 33. Divide by 3**MD** | **4/5 Number – multiplication and division**1. Multiply by 42. Divide by 4.3. 4 times tables**VS** | **5/5 Number – multiplication and division****Christmas -themed maths**1. Multiply by 82. Divide by 8.3. 8 times tables**MD** |
| **Maths End Points** | * 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.
* Counted from 0 in multiples of 4, 8, 50 and 100.
* Recalled multiplication and division facts for 3, 4 and 8 multiplication tables.
* Have written and calculated mathematical statements for multiplication and division for the tables they know.
* Have used mental methods and progressed onto using formal written methods.
* Solved problems including missing number problems, involving multiplication and division, including positive integer scaling problems.
 |
| **Maths recovery****VM** | **Addition crossing ones** | **Subtraction crossing ones** | **Addition crossing tens** | **Subtraction crossing tens** | TBC after assessment | TBC after assessment | TBC after assessment |
| **Maths Fluency****KH** | **3 x tables in order** | **3 x tables in order** | **3 x tables out of order** | **3 x tables out of order** | **3 x tables out of order** | **3 times table division facts** | **3 times table division facts** |
| **Fluency End Points** | * Recalled 3 times table with increasing speed.
 |
| **English Intent:**To write a piece of persuasive writing with key elements. |
| **English** | How to wash a woolly mammoth Invent1.2.3.4. | Why you should join the Roman Army Imitate1.2.3.4. | Why you should join the Roman Army SPaG1.2.3.4. | Why you should join the Roman Army Innovate1.2.3.4. | Why you should join the Roman Army Innovate1.2.3. | Why you should join the Roman Army Invent1.2.3. |  |
| **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 rhetorical questions?**
 |
| **Reading Intent:**To broaden knowledge of life in Roman Times, whilst further developing reading skills of vocabulary, inference and retrieval. |
| **Reading Skills** | My life as a Roman Slave (1 week)The grumpy goddess (1 week)Gross things (1 week)Fang family (1 week)Reading skills test practice (2 weeks) |
| **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

Prediction:* Using evidence, children predict what a text might be about or what might happen next. They are encouraged to use their inference skills to support this.

Explaining* Using reasoning skills to explain their thinking or explain an answer.

Retrieval:* Retrieve and record key information / key details from fiction and non-fiction
* Retrieve and record information from non-fiction
 |
| **Phonics intervention group** | **Set 2 sounds****Introductory module** | **Set 2 sounds****Introductory module** | **Set 2 sound Module one** | **Set 2 sound Module two** | **Set 2 sound Module three** | **Set 2 sound Module four** | **Set 2 sound Module five** |
| **Spelling Intent:****To recall common spelling rules and apply them when writing.** |
| **Spellings** | **Prefix****un** | **Prefix****dis** | **Prefix****mis** | **Prefix****re** | **/u/ spelled with y** | **/i/ spelled with ou** | **/k/ spelled ch** |
| **SEND Spellings (handwriting)** | wk1- here, there, where, love, push | wk2- pull, full, house, our, door | wk3- after, any, again, bath, path  | wk 4- beautiful, because, behind, both, break | wk 5- busy, child, class, climb, clothes Or and oor | wk 6- would, could, should, eye, cold | wk 7- even, every, everybody, fast, find  |
| **Spelling End Points** | * Prefix: un, dis, mis, re.
* /u/ spelled with y
* /i/ spelled with ou
* /k/ spelled ch
* Th
* Wh
* Old
* Or and oor
* Ll
* Ind
 |
| **Computing Intent:****To build on basic skills last term to develop more confidence and independence when using the laptops.** |
| **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 | **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.
 |
| **Science Intent:****To develop an understanding of, and have knowledge about, light.**  |
| **Science**  | 1. What is light? | 2. Reflectors and lights | 3. Mirror, mirror! | 4. Shadows | 5. Let's investigate | 6. What a performance! |  |
| **Science End Points** | **Science:*** recognise that they need light in order to see things and that dark is the absence of light.
* notice that light is reflected from surfaces.
* recognise that light from the sun can be dangerous and that there are ways to protect their eyes.
* recognise that shadows are formed when the light from a light source is blocked by an opaque object.
* find patterns in the way that the size of shadows change.
 |
| **Science Investigation (x1)** |  |  |  |  |  | **Science:** Time to investigate  |  |
| **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.
 |
| **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.** |
| **Topic****History: MD****DT: VM** | **History:**8. Julius Caesar’s attempted invasion.**DT:**1. Know sewing safety rules. | **History:**9. The Roman Empire by AD42.**DT:**2. use a running stitch. | **History:**10. Successful invasion by Claudius.**DT:**3. Create a design. | **History:**11. British resistance.**DT:**4. Use a running stitch. | **History:**12. Romanisation of Britain.**DT:**5. Write instructions. | **History:**SHOWSTOPPER**DT:**6. Make and evaluate a final product. |  |
| **Topic End Points (KIRFS)** | **History: The Romans:*** To know key facts about Julius Caesars’s failed attempt to invade.
* To know key facts about Julius Caesars’s successful attempt to invade.
* To know key facts about the Roman Empire.
* To know who Boudica is and her role in the British resistance.
* To know how Britain changed because of Romanisation.

**DT: Roman wallets:*** To learn basic safety rules.
* To use a running stitch.
* To design a product to solve a problem.
* To make a product and then evaluate its effectiveness in meeting a brief.
 |
| **Topic Writing**  |  | Diary of a Roman soldier History  |  | Instruction writing DT |  |  |  |
| **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**Instruction writing:**• Imperative verbs.• Time adverbials.• Conjunctions. |
| **PE Intent:****To play an invasion game.****To create a sequence.**  |
| **PE****RN** | Outdoor PE: BasketballIndoor PE: Gymnastics | Outdoor PE: BasketballIndoor PE: Gymnastics | Outdoor PE: BasketballIndoor PE: Gymnastics | Outdoor PE: BasketballIndoor PE: Gymnastics | Outdoor PE: BasketballIndoor PE: Gymnastics | Outdoor PE: BasketballIndoor PE: Gymnastics | Outdoor PE: BasketballIndoor PE: Gymnastics  |
| **PE End Points** | End points for basketball:* 1) Dribble a basketball
* 2) I can complete a chest pass
* 3) I can shoot a basketball into a hoop
* 4) I can attack and defend during a basketball game.

End points for gymnastics: * 1) I can jump in different ways and land safely
* 2) I can perform different rolls
* 3) I can travel in a variety of ways v
* 3) I can create a gymnastics sequence that includes jumps, rolls and travelling links
 |
| **Trips/visitors** |  |  |  |  |  |  | Roman Day |
| **RSHE Intent:****To celebrate differences.** |
| **RSHE****MD** | Assembly | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 |