**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 – exchange  3. Subtract a 2-digit number from a 3-digit number - crossing 10 or 100  4.  **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 10  2. Multiply by 3  3. Divide by 3  **MD** | | **4/5 Number – multiplication and division**  1. Multiply by 4  2. Divide by 4.  3. 4 times tables  **VS** | | **5/5 Number – multiplication and division**  **Christmas -themed maths**  1. Multiply by 8  2. 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 Invent  1.  2.  3.  4. | Why you should join the Roman Army Imitate  1.  2.  3.  4. | | Why you should join the Roman Army SPaG  1.  2.  3.  4. | | Why you should join the Roman Army Innovate  1.  2.  3.  4. | | Why you should join the Roman Army Innovate  1.  2.  3. | | Why you should join the Roman Army Invent  1.  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: Basketball  Indoor PE: Gymnastics | Outdoor PE: Basketball  Indoor PE: Gymnastics | | Outdoor PE: Basketball  Indoor PE: Gymnastics | | Outdoor PE: Basketball  Indoor PE: Gymnastics | | Outdoor PE: Basketball  Indoor PE: Gymnastics | | Outdoor PE: Basketball  Indoor PE: Gymnastics | | Outdoor PE: Basketball  Indoor 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 | |