**Medium Term Plan – Half Term**

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

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| **Weeks** | **05.09.22** | | | | **12.09.22** | | | **19.09.22** | | | | **26.09.22** | | | **03.10.22** | | | **10.10.22** | **17.10.22** |
| **Unusual Timetable Events** | **05.09 – INSET**  **06.09 - INSET**  **Topic Launch**  Cave man art  Stone age necklaces  Cave art  We will rock you song | | | | **17.09.22**  **SMSC Day-**  **Jeans for Genes day** | | |  | | | |  | | |  | | |  | **21.10- INSET** |
| **Maths Intent:**  To know the place value of 3-digit numbers.  To add and subtract 3-digit numbers, crossing 10 and 100. | | | | | | | | | | | | | | | | | | | |
| **Maths** | **Times tables assessment**  **Introduction to TT Rockstars**  **28 fact challenge** | **Number and Place Value**  Week 1 | | | | | | **Number and Place Value**  Week 2 | | | | **Number and Place Value**  Week 3 | | | **Number and Place Value**  Week 4 | | | **Number – Addition and Subtraction**  Week 1 | **Number – Addition and Subtraction**  Week 2 |
| **Maths End Points** | **Place Value Small Steps**  Step 1 Represent numbers to 100  Step 2 Partition numbers to 100  Step 3 Number line to 100  Step 4 Hundreds  Step 5 Represent numbers to 1,000  Step 6 Partition numbers to 1,000  Step 7 Flexible partitioning of numbers to 1,000 | | | | | | | | Step 8 Hundreds, tens and ones  Step 9 Find 1, 10 or 100 more or less  Step 10 Number line to 1,000  Step 11 Estimate on a number line to 1,000  Step 12 Compare numbers to 1,000  Step 13 Order numbers to 1,000  Step 14 Count in 50s | | | | | | | | | **Addition and Subtraction Small Steps**  Step 1 Apply number bonds within 10  Step 2 Add and subtract 1s  Step 3 Add and subtract 10s  Step 4 Add and subtract 100s  Step 5 Spot the pattern  Step 6 Add 1s across a 10  Step 7 Add 10s across a 100  Step 8 Subtract 1s across a 10  Step 9 Subtract 10s across a 100 | |
| **Maths Fluency** |  | TT Rockstars  2s  Number facts | | | | | | TT Rockstars  5s  Number facts | | | | TT Rockstars  10s  Number facts | | | TT Rockstars  2s, 5s and 10s  Number facts | | | TT Rockstars  Mixed  Number facts | TT Rockstars  Mixed  Number facts |
| **Fluency End Points** | * Learnt number bonds to 10 and 20. * Recalled number facts with increasing speed. * Recall multiplication and division facts for the 2, 5 and 10 times table | | | | | | | | | | | | | | | | | | |
| **English Intent:**  To create foundation of skills in writing  To write a set of instructions with key elements, recapping KS1 writing skills. | | | | | | | | | | | | | | | | | | | |
| **English** | **Phonics screening** | **Ready to Write**   1. Nouns 2. Adjectives 3. Verbs 4. Adverbs | | | | **Ready to Write**   1. Types of sentences 2. Capital letters and full stops 3. BOA 4. Elicitation Task T4W   **How to wash a woolly mammoth - Imitate** | | | | **T4W**  **How to wash a woolly mammoth - SPaG**   1. Learn the Text 2. Learn the Text 3. Imperative Verbs 4. How to Wash a Woolly Mammoth: Amazon.co.uk: Robinson, Michelle, Hindley,  Kate: 9780857075802: BooksAdverbials of Time (Fronted Adverbials) | | | | **T4W**  **How to wash a woolly mammoth – SpaG/ innovate**   1. Adjectives- commas in a list 2. Box up innovate 3. Innovate box 1 4. How to Wash a Woolly Mammoth: Amazon.co.uk: Robinson, Michelle, Hindley,  Kate: 9780857075802: BooksInnovate box 2 | | | | T4W  **How to wash a woolly mammoth – Innovate/ invent**   1. Innovate box 3 2. Box up invent 3. Write invent 4. Write invent   How to Wash a Woolly Mammoth: Amazon.co.uk: Robinson, Michelle, Hindley,  Kate: 9780857075802: Books | **T4W**  **How to wash a woolly mammoth – Invent**   1. Write invent 2. Write invent 3. Edit 4. How to Wash a Woolly Mammoth: Amazon.co.uk: Robinson, Michelle, Hindley,  Kate: 9780857075802: BooksPublish |
| **English End Points** | **Ready to Write (2 weeks)**   * Nouns * Adjectives * Verbs * Adverbs * Types of sentences * Capital letters and full stops * BOA | | | | | | | | | | | | **T4W- How to wash a woolly mammoth**   * **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).** * How to Wash a Woolly Mammoth: Amazon.co.uk: Robinson, Michelle, Hindley,  Kate: 9780857075802: Books**Used fronted adverbials of time.** * **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** | **Phonics screening** | | **Kilmar**  Phonics rotations | | | | | | | | **Bearah**  Wk 1  Toe by toe and reading book bands  Wk 2  Pre teach topic vocabulary  Wk 3  The Day Jake Vacuumed  Wk  Stone Age Boy  Wk 5  Awesome Animals  Wk 6  Gross Things | | | | | | **Tregarrick**  Wk 1  Toe by toe and reading book bands  Wk 2  Pre teach topic vocabulary  Wk 3  Stone Age Boy  Wk 4  Awesome Animals  Wk 5  Gross Things  Wk 6  The day Jake Vacuumed | | |
| **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** | HFW assessment | **HFW** | | | | | | **-er suffix** | | | | **-est suffix** | | | **re prefix** | | | **mis & dis prefix** | **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 | | | | | | | | | | | | | | | | | | |
| **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 (x2)** |  |  | | | | | |  | | | |  | | |  | | | **Science:** Time to investigate | **Science: Investigate leg length has any correlation to how high you can jump** |
| **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** | **TOPIC LAUNCH**  Cave paintings **MD**  Story by the fire/Clay necklaces **VS**  Cave Man Art  **CO**  We will rock you song | | | **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. | | | | | | | | | | | | | | | | | | | |
| **RSHE** |  | Achievements & Goals | | | | | | Feelings of myself & others | | | | Rights and Responsibilities | | | Actions and Consequences | | | Working well with others | Following our class charter |
| **RSHE End Points** | | | | | | | | | | | | | | | | | | | |
| Setting personal goals  Self-identity and worth  Positivity in challenges  Rules, rights and responsibilities  Rewards and consequences  Responsible choices  Seeing things from others’  Perspectives | | | | | | | I can explain how my behaviour can affect how others feel and behave.  I can explain why it is important to have rules and how that helps me and others in my class learn.  I can explain why it is important to feel valued. | | | | | | | | | R7 R 8 R9 R12 R32 R13 R16 R21 R14 R19 R25  H2 H3 | | | |