



## Year 3 Medium Term Plan

### Autumn 1 – Stone Age to Iron Age

	Week 1 W/B 4 <sup>th</sup> Sept	Week 2 W/B 11 Sept	Week 3 W/B 18 Sept	Week 4 W/B 25 Sept	Week 5 W/B 2 Oct	Week 6 W/B 9 Oct	Week 7 W/B 16 Oct
<b>Events / Info</b>	4.9.23/5.9.23 – INSET	14.9.23 - Twilight	18 - 22.9.23 - Pupil Progress Meetings  21.9.23 – World Fitness Day	28.9.23 - Twilight	2 – 6.10.23 – SEN Review Week	9 – 12.10.23 – SEN Review Week  11.10.23 – International Evening	Hindu Temple Visit  17 & 18.10.23 – Parents Evening
<b>English</b> <i>Stone Age Boy by Satoshi Kitamura</i>	Communication and collaboration activities.	<b>How to start an adventure story.</b>  As a hook to the topic, children to spend time researching what life was like during the Stone Age.  Using The Stone Age Boy to explore the plot of an adventure story. An exciting event. A meeting with a strange person.  Exploring new vocabulary to write	<b>Character description:</b> Focusing on the appearance of the Stone Age girl.  <b>Extended write – baseline assessment</b>  Children to explore the use of expanded noun phrases, similes and place prepositions to create a detailed	<b>Using precise verbs and adverbial phrases to describe actions.</b>  Children to explore and describe the chores of Stone Age people.	<b>Diary entry:</b> Children to write a diary entry as a stone age boy or girl.  <b>Extended Write</b>	<b>Setting description:</b>  Children to write a setting description of the stone age boy's cave. Children to explore the use of prepositions and continue developing their use of expanded noun phrases, conjunctions and similes.	<b>Comparison</b>  Through the story we are introduced to two very different characters, Children to begin to make comparisons between characters in regards to both physical appearance, personalities and lifestyle.

		our own versions of the start of the story. Adapting modelled sentences to use new vocabulary and to revise grammar from year 2.	character description.  Children to learn how to peer assess their work and give constructive feedback using 2 stars and a wish.				
<b>Grammar</b>	<b>Reviewing Year 2 Grammar skills:</b>	<b>Reviewing Year 2 Grammar skills:</b> Expanded noun phrases and place prepositions.	<b>Reviewing Year 2 Grammar skills:</b> Inverted commas (Speech marks).	<b>Reviewing Year 2 Grammar skills:</b> Time adverbials to start a sentence.	<b>Reviewing Year 2 Grammar skills:</b> Time adverbials to sequence events. Contractions – couldn't didn't	<b>Reviewing Year 2 Grammar skills:</b> Place adverbials to start a sentence.	<b>Reviewing Year 2 Grammar skills:</b> Determiners – a, an, the, none Identifying, using and punctuating the 4 main sentence types
<b>Reciprocal Reading</b>	<b>Baseline Reading Assessments</b>	<b>Base line reading assessments</b> <b>Reading Skill:</b> Prediction	<b>Focus text: Stig of the Dump p.6-p.9</b> <b>Reading skill:</b> <b>Retrieval</b> – linked to character descriptions - English.	<b>Focus text:</b> <b>Reading skill:</b> Retrieval <b>Fact page about the Stone Age.</b>	<b>Focus text:</b> <b>Reading skill:</b> Inference using pictures	<b>Reading Assessments</b>	<b>Focus text:</b> <b>Reading skill:</b> Inference
<b>Maths</b> <b>Place Value</b> <b>Addition and Subtraction</b>	<b>Place value:</b> Represent numbers to 100 using a range of concrete materials  Use a part whole model to explore how tens and ones can be partitioned and recombined to make a total  Use a variety of concrete objects to make 100 in the	<b>Place value:</b> 100s, 10s and 1s (3 digit numbers) – read numbers show in different representations on a place value grid and write them in numerals  100s, 10s and 1s (3 digit numbers) – use place value counters to represent different numbers and	<b>Place value:</b> Number line to 1000 – estimate, work out and write numbers on a number line.  Find 1, 10, 100 more or less of any given number	<b>Place value:</b> Compare objects and numbers using the appropriate comparative symbols for greater than, less than and equal to  Order numbers and be able to explain their reasoning throughout  Count in 50s using knowledge of the	<b>Addition and subtraction:</b> Add and subtract multiples of 100 Add and subtracts 1s – spotting patterns Add and subtract 3-digit and 1-digit numbers - not crossing 10 Add a 2-digit and 1-digit number - crossing 10	<b>Addition and subtraction:</b> Subtract a 1-digit number from 2-digits and 3-digit numbers - crossing 10  Add and subtract 3-digit and 2-digit numbers - not crossing 100/ crossing 100  Add 3-digit and 2-digit numbers -	<b>Addition and subtraction:</b> Build on knowledge of adding 100s together by adding and ones and tens to solve calculations  Spot the pattern – consolidate adding ones, tens and hundreds to 3-digit numbers

	<p>form of tens and ones</p> <p>Use base 10 to become familiar with any number up to 1000</p>	understand how a number is made		<p>patterns in 5 times table to count in steps of 50</p> <p><b>Place Value End of Block Assessment</b></p>	Add 3-digit and 1-digit numbers - crossing 10	Subtract a 2-digit number from a 3-digit number - crossing 100	<p>Add two 2-digit numbers - crossing 10 - add ones &amp; add tens</p> <p>Subtract a 2-digit number from a 2-digit number - crossing 10 - subtract ones &amp; subtract tens</p> <p><b>Addition and Subtraction End of Block Assessment</b></p>
<b>Science</b> <i>Animals including humans</i>	Communication and collaboration activities.	<b>Lesson Aim:</b> To identify the parts of the human skeleton.	<b>Lesson Aim:</b> To understand that skeletons help to support our bodies and help us to move.	<b>Lesson Aim:</b> To understand that skeletons provide protection, with particular focus on the skull and the rib cage	<b>Lesson Aim:</b> To know that muscles help us to stand up and move. To identify the most important muscles in the human body.	<b>Lesson Aim:</b> To know that some animals have skeletons on the outside of their bodies	<b>Lesson Aim:</b> Review week.
<b>Computing</b> <i>Online safety</i>	Communication and collaboration activities.	To review knowledge of online safety and review different online safety scenarios.	To develop awareness of online bullying, understanding the roles of those involved and the consequences for the victim and the perpetrator.	To assess the worthiness of the internet and understand not everything online is true.	To understand the 'digital footprint' online and things found on the internet can last forever.	To understand the term ' <b>netiquette</b> ' and know why it is important by creating a netiquette guide. To use compare and contrast different styles of written communication and help compose a class response to an email.	To know the online identities can be misleading or false.
<b>History</b> <i>Stone age to the iron age</i>	History workshop - Stone Age.	<b>Key Question:</b> What does pre-history mean?	<b>Key Question:</b> How did hunter-gatherers survive in the Stone Age?	<b>Key Question:</b> What was Skara Brae?	<b>Key Question:</b> How did bronze replace stone during the Bronze Age?	<b>Key Question:</b> What do grave goods tell us about the Bronze Age?	<b>Key Question:</b> What was life like in an Iron Age hillfort?

<b>R.E.</b> <b>Hinduism</b> <i>Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?</i>	History workshop – Stone Age	<b>Lesson aim:</b> To share our current knowledge of Hinduism.	<b>Lesson aim:</b> To understand that Hindus believe they should do the right thing at all times. (Dharma)	<b>Lesson aim:</b> To understand that Hindus believe in Karma.	<b>Lesson aim:</b> To understand that Hindus believe in looking after all living creatures. (Ahimsa)	<b>Lesson aim:</b> To reflect on Hindu values and how they compare to our religions.	<b>Enrichment Activity –</b> Visit to a Hindu Temple.
<b>PSHE</b> <i>Being me in my world</i>	<b>Getting to know each other</b> <b>Lesson aim:</b> I recognise my worth and can identify positive things about myself and my achievements. I can set personal goals.	<b>Our Nightmare school</b> <b>Lesson aim:</b> I can face new challenges positively, make responsible choices and ask for help when I need it I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions.	<b>Responding to my Emotions.</b> I can recognise when I am scared or worried. I have strategies to deal with these emotions and I can approach challenges positively.	<b>Making Sensible Choices.</b> <b>Lesson aim:</b> I understand that my actions have consequences for myself and others. I know how to make responsible/sensible choices.	<b>Owning our learning charter</b> <b>Lesson aim:</b> I understand my actions affect others and I try to see things from their points of view. I am learning to compromise and work cooperatively in a group.	<b>Facing Challenges</b> I know that when I have problems or when work is difficult I can cope. I know who to ask for help and I am learning to help myself.	<b>Our goals for next half term</b> <b>Lesson aim:</b> I can review the goals and achievements I set for myself this half term and set new goals that will extend and challenge myself for the next half term.
<b>Design and Technology</b> <i>Building a Celtic roundhouse</i>	<b>Lesson aim:</b> To research and find out how Celtic roundhouses were made, looking carefully at the structure, materials and features of an original Celtic roundhouse (learning to work collaboratively).	<b>Lesson aim:</b> To begin planning and designing our Celtic roundhouse by sketching our plans for our roundhouse and labelling the resources we will need to build it.	<b>Lesson aim:</b> to explore different materials and begin to put together an initial prototype of their roundhouse.	<b>Lesson aim:</b> This lesson we will begin by building the basic foundation and structure of our Celtic roundhouse by using cardboard and moulding and sculpting plasticine.	<b>Lesson aim:</b> This session we will create and build the roof for our roundhouse using cardboard and hay.	<b>Lesson aim:</b> This session we will use a range of natural resources to build and decorate the surroundings of our roundhouse.	<b>Lesson aim:</b> To evaluate our final roundhouse builds based on the design, features and stability of our work

<b>P.E. Indoor Gymnastics</b>	<b>Lesson aim:</b> To be able to create interesting point and patch balances.	<b>Lesson aim:</b> To develop stepping into shape jumps with control.	<b>Lesson aim:</b> To develop the straight, barrel and forward roll.	<b>Lesson aim:</b> To be able to transition smoothly into and out of balances.	<b>Lesson aim:</b> To create a sequence with matching and contrasting actions and shapes.	<b>Lesson aim:</b> To create a partner sequence incorporating equipment.	<b>Lesson aim:</b> To use all our taught gymnastics skills to put together a simple sequence in a small group incorporating equipment.
<b>P.E. Outdoor Fundamentals</b>	<b>Lesson aim:</b> To develop balancing and understand the importance of this skill.	<b>Lesson aim:</b> To understand how to change speed and be able to demonstrate good technique when running at different speeds.	<b>Lesson aim:</b> To demonstrate a change of speed and direction to outwit others.	<b>Lesson aim:</b> To develop technique and control when jumping, hopping and landing.	<b>Lesson aim:</b> To develop skipping in a long rope.	<b>Lesson aim:</b> To develop skipping in an individual rope.	<b>Lesson aim:</b> To apply fundamental skills to a variety of challenges.
<b>Music Rhythmic Patterns</b>	To recognise rhythmic ostinati	To combine rhythmic patterns following music notation	To create and perform own rhythmic patterns	To learn a song and accompany with the beat and rhythmic osinati	To compose own rhythmic ostinati based on spoken phrases	To combine melodic and rhythmic patterns as an accompaniment to a song	To recognise rhythmic ostinati
<b>French</b>	Learning about pencil case items	Extending the vocabulary to school bag items	Revising colours and learning about adjective agreement (masculine and feminine)	Learning about the verb to have in the first, second and third person	Reinforce the verb to have in present tense. Introduce the negative form.	Combining everything we've learnt so far (including colours) to make a role play	Start a display work about school bags and pencils using the vocabulary and phrases learnt this term