

Year 3 (2022/2023) Medium Term Plan Autumn Term 1

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
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| Englis | Into the Forest + BHM focus: Libba by Laura Veirs See English medium term planning | | | | | | |
| Maths | <u>Place Value –</u> Representing numbers to 100 Partitioning numbers to 100 Identifying hundreds Recap 2 Times Tables | <u>Place Value –</u> Identifying hundreds Representing numbers to 1000 Recap 5 Times Tables | <u>Place Value –</u> Recognising hundreds, tens and ones using partitioning & varied representations. Recap 10 Times Tables | <u>Place Value</u> Compare and order numbers to 100 Find 10 or 100 more or less than a given number Count from 0 in multiples of 50 and 100 End of unit assessment/times tables test 2,5, 10 test | <u>Addition and Subtraction</u> = Add and subtract multiples of 100. Add and subtract mentally 3 digit numbers and ones. 3 Times Tables | <u>Addition and Subtraction –</u> Add and subtract mentally, including 3 digit numbers and tens. Add and subtract mentally including, 3 digit numbers and hundreds. 3 Times Tables | <u>Addition and Subtraction –</u> Add and subtract numbers with up to 3 digits. (expanded method) End of unit assessment 3 Times Tables |
| Science | <u>Rocks and soils</u> Topic introduction - CGP Science pre-assessment LO: To be able to identify naturally occurring rocks and explore their uses. CGP Pre Assessment Activity <i>Beginning</i> Natural or man-made rocks sorting activity in groups. | <u>Rocks and soils</u> L.O: Can I group rocks according to their characteristics? Activity <i>Beginning</i> Sorting rocks into different groups <i>Advancing</i> Justifying choices & explain decisions. | <u>Rocks and soils</u> L.O. Can I plan, carry out and evaluate experiments to compare rocks? Activity <i>Advancing</i> Erosion & Permeability test Activity Writing link: Prediction. Results table. Method write up including fair test. Conclusion Test: Permeability Durability Density Hard/soft. (photos) | <u>Rocks and soils</u> LO: Can I identify rocks that are used for particular purposes? Activity <i>Advancing/Deepening</i> Combine prior knowledge and research new information on different types of rocks and their purposes to create pamphlet/ leaflet. Writing link: Informative leaflet | <u>Rocks and soils</u> LO: Can I explore soil and how it is formed? Activity Explore different types of soil & describe particles | <u>Rocks and soils</u> LO: Can I explore what fossils are and how they are formed? Activity Rock life cycle to fossil CGP Science books: assessment of topic | |

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| History | <p>Stone Age to Iron Age –</p> <p>Who lived first in Britain?</p> <p><u>Can I use secondary sources to find out about Briton’s first settlers?</u></p> <p>Beginning (knowledge)</p> | <p>Stone Age to Iron Age –</p> <p>What jobs do archaeologists do and why are they valuable in helping us find out about history?</p> <p><u>Can I explore the role of an archaeologist?</u></p> <p>Advanced (skills)</p> | <p>Stone Age to Iron Age –</p> <p>How did early Britons make shelters?</p> <p><u>Can I use primary sources to explore Stone Age homes?</u></p> <p>Writing link: Explanation paragraph on each type of dwelling</p> <p>Advanced (skills)</p> | <p>Stone Age to Iron Age –</p> <p>Would they visit a supermarket to get food?</p> <p><u>Can I explore Stone Age diet?</u></p> <p>Beginning (knowledge)</p> <p>Writing link: Descriptive writing – Stone Age menu</p> | <p>Stone Age to Iron Age –</p> <p>Continuation from week 4</p> <p>Fire lighting workshop</p> | <p>Black History Month – link with PSHE</p> <p><u>Can I analyse appropriate sources to find out about Benjamin Zephaniah?</u></p> <p>Writing link: Create a fact file</p> <p>Advanced (skills)</p> | <p>Stone Age to Iron Age –</p> <p>Ice Age to Iron Age workshop with Redbridge Museum</p> |
| Geo | | | | | | | |
| RE | | <p>2.10 What does it mean to be a Hindu?</p> <p>Where and when Hinduism was founded</p> | | <p>2.10 What does it mean to be a Hindu?</p> <p>Understanding the stories behind and practices of Diwali.</p> <p>Writing link: Informative poster on Diwali</p> | <p>2.10 What does it mean to be a Hindu?</p> <p>Hindu belief in Brahman (the Supreme Spirit)</p> | | <p>2.10 What does it mean to be a Hindu?</p> <p>That there are many different types of Hindu scriptures.</p> <p>The meaning of the Aum symbol.</p> |

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| PSHE + C | <p>Circle time – summer holidays/ goals for Y3</p> <p>Class Charter Ready for Year 3</p> | <p>Circle time – safe distance</p> <p>Pakistani flood appeal</p> <p>International peace day</p> | <p><u>E - Safety. Be Internet Legends Workshop</u></p> | <p>Circle time – friendship</p> <p>R1. That families can provide love, security and stability and are therefore an important factor in childhood.</p> <p>Writing link: Instructional informative writing on the qualities of a family - recipe for family (Link to GGR text as model)</p> | <p>Circle time – Anti-bullying</p> <p>R2. That they can talk to trusted adults if a family relationship makes them feel sad or unsafe (e.g. peer pressure/unkind actions from siblings or cousins).</p> | <p>Circle time – polite manners</p> <p>BHM – Benjamin Zephaniah –</p> <p>Writing/History link: research life of BZ</p> <p>R3. That stable and caring relationships offer children security as they grow up, family and other people who care for them can offer these relationships (teachers, religious leaders, extended family, parents, carers).</p> | <p>Circle time - friendship</p> <p>BHM – Benjamin Zephaniah –</p> <p>Writing link: Factfile of BZ, Speech to Campaign/Protest</p> <p>R4. That family types are different for different children and all family types have a right to be respected.</p> |
| Art | <p><u>Mark making, Drawing & Painting</u></p> <p>Using soft pastels to blend and create a background</p> | <p><u>Mark making, Drawing & Painting</u></p> <p>Using charcoals for diff textures</p> | <p><u>Mark making, Drawing & Painting</u></p> <p>Using charcoal and white chalk to create diff tones - silhouettes</p> | <p><u>Mark making, Drawing & Painting</u></p> <p>Using charcoal to create images of animals with diff tones/textures</p> | <p><u>Mark making, Drawing & Painting</u></p> <p>Exploring prehistoric palette & cave art</p> <p>Use soft pastels for diff textures.</p> | <p>Art assessment – <u>Mark making, Drawing & Painting</u> (Application of unit skills).</p> <p>Create a silhouette of Stonehenge or create cave art</p> <p>Writing link: Evaluation of final piece</p> | |

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| DT | | | | | | | |
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| Indoor PE | <p>LO: Can I explore African dance movements and create patterns of movement?</p> <p>Activity Practise moving foot/legs to the beat in different steps. Add arm movements to the steps.</p> | <p>LO: Can I work with a partner to create African dance patterns?</p> <p>Activity Practise step movements, increase tempo work together to make sequence</p> | <p>LO: Can I perform a dance with rhythm and expression?</p> <p>Activity Recap the dance they made with their partner, practise jumps and turns add onto their dance.</p> | <p>LO: Can I use knowledge of African dance to create a story?</p> <p>Activity Children work in small groups to use dance to tell a story – use skills we have looked at over the past few weeks. Think about tempo of the music.</p> | <p>LO: Can I develop precision of movement?</p> <p>Activity Recap dances in their groups. Discuss new skills. Ch to think about their dance – do they all have to do the same thing at the same time? Could do as a canon (one after the other) or mirror etc.</p> | <p>LO: Can I perform in front of others with confidence?</p> <p>Activity Children to perform their dances to the other children. Evaluate the dances – what did they do well? What elements of the dance did they enjoy?</p> | <p>Review and assessment</p> <p>Activity Assess skills learnt throughout the unit</p> |
| ICT | <p>Using the “Change Me.doc” children to change the fonts to suit their meaning ie stairs, rainbow, lean, high, low Complete Brown Bear colours and texts.</p> | Continued | <p>Using “Crack The Code” change the punctuation according to the symbols using backspace, highlight, delete.</p> | Continued | <p>punctuation 2.doc Learn to insert pictures/graphics and move them (text wrapping) explain layers. Task to insert and layer a picture</p> | <p>Insert 4 pictures of frogs and write a short paragraph about the pictures in a text box and spell check.</p> | <p>Wrap the text around the pic and layer the 3 pictures overlapping each other</p> |
| Outdoor PE | <p>L.O. Can I understand how to prepare the body for exercise?</p> <p>Activity Play a range of games that raise the heartbeat.</p> | <p>L.O. Can I complete a range of circuit-based activities?</p> <p>Activity Introduce exercises, explain what a circuit is. Jumping from side to side, jumping jacks, running, ball pass, clap under knees</p> | <p>L.O. Can I complete a range of circuit-based activities?</p> <p>Activity Set up circuit to be completed clockwise. Jumping from side to side, jumping jacks, running, ball pass, clap under knees</p> | <p>L.O. Can I complete a range of circuit-based activities?</p> <p>Activity Set up circuit, in pairs, children work for 30 secs then swap over. Jumping from side to side, jumping jacks, running, ball pass, clap under knees</p> | <p>L.O. Can I complete a range of circuit-based activities?</p> <p>Activity Set up circuit to be completed clockwise. In pairs, children work for 30 secs then swap over. Jumping from side to side, jumping jacks, running, ball pass, clap under knees</p> | <p>L.O: Can I create a circuit and evaluate?</p> <p>Activity Create own circuit in groups to be completed clockwise. Evaluate effectiveness. Teach partner group how to complete your group’s circuit.</p> | <p>Review and assessment</p> <p>Activity Assess skills learnt throughout the unit.</p> |

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| Music | recorders | recorders | recorders | recorders | recorders | recorders | recorders |
| French | <p>Book preparation</p> <p><i>Do the children know any French words or phrases?</i></p> <p><i>What would the children like to learn?</i></p> | <p>Language Awareness – share languages we speak or hear at home and our community</p> <p>French flag Le Tricolore song</p> <p>Colours Bleu, blanc, rouge</p> | To greet and say goodbye to someone | Ask someone’s name and say your own | <p>National Poetry Day Thurs 6th Oct 2022</p> <p>Nounours rhyme</p> | Asking and saying how you are | <p>Basic nouns</p> <p>First notion of noun gender</p> |
| Learning Experiences | | | | | Stone Age – firelighting experience | | Workshop with Redbridge museum: Ice Age – Iron Age |