Medium Term Planning Class: Year 3 Term: Autumn 2

<table>
<tr><th colspan="2">Our half term work has a History Focus</th><th>As Geographers/Historians we will be answering these questions:</th></tr>
<tr><td>Learning challenge:</td><td>Who were the first people to live in Britain?</td><td rowspan="2">LC1- What jobs do archaeologists do and why are they so valuable in helping us find out about history?
LC2- How did the Early Britons make shelters?
LC3- Would the Early Britons have visited a supermarket for their food?
LC4- What can you find out about the Stone, Bronze and Iron Ages?
LC5- What do we know about the life styles of the Early Britons through the art they produced?
LC6- How do you think Early Britons would have communicated?
LC6- Reflection: Working in groups the children put together an ICT presentation of the life of Early Britons taking account of their weapon, food, ways of communicating and eating.</td></tr>
<tr><td>Wow moment</td><td>Stone Age Art</td></tr>
<tr><td>As writers:</td><td>As spellers:</td><td>As editors:</td></tr>
<tr><td>We will be able to:

<u>Recount: Stone Age Letter</u>

• Organise paragraphs around a theme.
• Write in the first person.
• Use time conjunctions and adverbs.
• Integrate historical vocabulary.

Key knowledge:

• Text-Type Features.
• Conjunctions for time and cause.
• Adverbs of time.
• Correct use of punctuation & spelling.</td><td>We will be able to:

• Apply the Year 3/4 statutory spelling rules and patterns.
• Use a range of strategies to learn, practise and accurately apply spellings in independent writing.

Key knowledge:

• Words can be spelled correctly by recognising spelling patterns, rules and common exceptions.
• Proofreading helps identify and correct spelling errors before publishing writing.</td><td>We will be able to:

• Identify the subject, verb and leftovers in a sentence.
• Use this structure to write their own sentences.
• Understand and use adjectives.
• Use ‘a and an’ correctly.
• Use time conjunctions and adverbs.
• Use punctuation correctly, including apostrophes.

Key knowledge:

• Accurate punctuation and grammar make writing clear and effective.</td></tr>
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<tr><td><u>Setting Description: The Lion, The Witch and The Wardrobe</u>

• Create an atmospheric setting.
• Use expanded noun phrases.
• Organise description logically.
• Engage the five senses.

Key knowledge:

• Text-Type Features.
• Expanded Noun Phrases.
• Prepositions for Place.
• Vocabulary/Figurative Language.</td><td></td><td>• Writers reread and edit to correct errors and improve sentence structure and vocabulary.</td></tr>
<tr><td>As Communicators:</td><td>As scribes:</td><td>As readers:</td></tr>
<tr><td>We will be able to:

• Discuss ideas and vocabulary linked to historical vocabulary and setting descriptions.
• Present information clearly, listening and responding respectfully to others.

Key knowledge:</td><td>We will be able to:

• Use joined handwriting confidently and consistently.
• Write legibly with correct letter formation, orientation, size and spacing.

Key knowledge:

• Letters should be correctly formed and joined where appropriate to improve fluency.</td><td>We will read:
• Stig of the Dump (Clive King)
• The Lion, The Witch and The Wardrobe (C.S.Lewis)
• Poetry Focus: Topsy Turvey World (William Brightly Rands).
• Remembrance: World war history for children
• Christmas (non-fiction): How celebrations began.</td></tr>
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• Good communicators speak clearly, listen carefully and build on others' ideas. • Subject-specific vocabulary helps explain learning accurately.	• Clear, consistent presentation supports effective written communication.	
As Mathematicians:	**As Scientists:**	**As Artists:**
We will be able to: **<u>Addition and Subtraction</u>** • Add and subtract numbers mentally. • Add and subtract numbers using formal written methods of column addition and subtraction. • Estimate the answer to a calculation and use inverse operations to check answers. • Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. **<u>Multiplication and Division</u>**	**We will be able to:** **<u>Biology: Diet and nutrition</u>** • Understand that animals, including humans, need the right type of nutrition. **Key knowledge:** • Understand the five different food groups. • What comprises of a balanced diet. • Compare human diets and animal diets. **<u>Chemistry: Rocks</u>** • Compare and group together different kinds of rocks on the basis on their appearance and simple physical properties.	**We will be able to:** • Explain how artists use colour and texture to communicate messages in their artwork. • Recognise different real and visual textures. • Make choices about layout, materials and detail to strengthen their message. **Key knowledge:** • Understand that changing the paint's consistency can affect texture and coverage. • Use a variety of tools to create different textured effects. • Identify warm and cool colours. • Intentionally use different brush techniques and brushstrokes to create effects.

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• Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. • Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know. • Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems.	• Describe in simple terms how fossils are formed. • Recognise that soils are made from rocks and organic matter. **Key knowledge:** • Compare and group rocks based on their physical appearance and properties, giving reasons. • Know how soil is made and how fossils are formed. • Know and explain the difference between sedimentary, metamorphic and igneous rock.	• Art from the past can give us clues about what it was like to live at that time. • Artists experiment with different tools and materials to create texture.
As Computer Programmers:	**As Theologians:**	**As Athletes:**
We will be able to: • Plan algorithms and write code that includes angles of turn to create routes for screen turtles, testing them using 2Go. • Experiment with using the repeat command to make shapes that have 90° and 45° angles.	**We will be able to:** **<u>Expressing</u>** Answer the question 'Why do people pray?' (Christians, Hindus and Muslims). **Key knowledge:**	**We will be able to:** Learn how to play Tri Golf and Tennis. **Key knowledge:** We will learn about health-related fitness.

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Key knowledge: • To create simple commands in 2Go to move the turtle along a route. • To create commands in 2Go in which the turtle turns using rotation. • To plan algorithms and write 2Go code that uses angles of turn. • To use 90° and 45° angles in 2Go. • To use the repeat algorithm and coding in 2Go.	• Describe the practice of prayer in the religions studied. • Make connections between what people believe about prayer and what they do when they pray. • Describe ways in which prayer can comfort and challenge believers. • Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray.	
As Citizens:	**As Musicians:**	**As Language Specialists:**
We will be able to: • Explore and express their emotions. • Associate emotions with locations or colours. • Visualise and categorise feelings and learn to manage them. **Key knowledge:**	**We will be able to:** • Listen with attention to detail and recall sounds with increasing aural memory. • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression **Key Knowledge:**	**We will be able to:** • Listen attentively to spoken language and show understanding by joining in and responding. • Describe people, places, things and actions orally and in writing. • Develop accurate pronunciation and intonation. **Key Knowledge:**

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• Deepen their understanding of emotions and develop effective self-regulation strategies. • Identify how they are feeling, recognise the impact emotions have on their minds and bodies and apply self-regulation tools to manage their emotions. • Build resilience and confidence to navigate the challenges of daily life.	• Play clear notes on instruments and use different elements in composition. • Use musical words to describe what they like and do not like about a piece of music. • Recognise the work of at least one famous composer.	• Name and describe people, a place and an object. • Give a response using a short phrase. • Write phrases from memory.