





# Gatley Primary School

## Year 3 Medium Term Plan: Autumn

### Do Year 3 Have Talent?



Autumn 2		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
		W.C 01.11.21	W.C 08.11.21	W.C 15.11.21	W.C 22.11.21	W.C 29.11.21	W.C 06.12.21	W.C 13.12.21
<b>English</b>								
Class Text		<b>The Wild Robot – Peter Brown</b>						
Powerful Knowledge Concept and detail	<b>Reading: Prediction</b> Making predictions using evidence from the source	<b>Grammar: Structure &amp; Content</b> Identifying and integrating fronted adverbials into sentences	<b>Writing: Inspiration</b> Drawing upon what they have read to continue an extract	<b>Reading: Summarising</b> Summarising the key talents of famous individuals	<b>Grammar: Nouns &amp; Pronouns</b> Exploring how pronouns are used to avoid repetition	<b>Assessment Week</b>	<b>Writing: Talent Leaflet</b> Writing a leaflet about talents & how we can use them for good	
<b>Maths</b>								
Powerful Knowledge Concept and detail	<b>Number: Number Manipulation</b> (10 more/less, Counting in intervals)	<b>Calculation: Multiplication</b> (3, 4, 8 times tables)	<b>Making Connections: Measurement</b> (Perimeter)	<b>Number: Number, decimals, rounding</b>	<b>Calculation: Short Multiplication</b>	<b>Assessment Week</b>	<b>Making Connections: Measurement</b> (Perimeter 2D shape problem solving)	
<b>Topic</b>								
<b>Main Topic</b>	Question Driving Learning	<b>Where do our talents come from?</b>		<b>How do we become the best?</b>			<b>How can we use our talents for good?</b>	
	Subject Discipline	<b>Social Understanding (RE)</b>	<b>Social Understanding (RE)</b>	<b>DT</b>	<b>History</b>	<b>PSHE</b>	<b>Geography</b>	<b>RSHE (Social Understanding)</b>
	Powerful Knowledge Concept and detail	<b>Beliefs</b> Creation stories – understanding belief systems	<b>Reflection</b> Comparisons between religions (Islam, Christianity, Judaism & Hinduism) <i>VISIT to Gatley synagogue</i>	<b>Practical skills</b> Class artwork - Enrichment morning	<b>Analysing Sources</b> Exploring the qualities of Olympic athletes over the years	<b>Exploring Emotions &amp; Developing Self-Awareness</b> What characteristics are needed to develop in a skill? <i>VISIT from local sportsman</i>	<b>Human Environmental Impact</b> Exploring the work of David Attenborough and our impact on the planet	<b>Families &amp; People who care for Me</b> Who is Marcus Rashford and how did he care for his community?
<b>Minor Topic</b>	Subject Discipline	<b>MFL</b>	<b>MFL</b>	<b>MFL</b>	<b>MFL</b>	<b>MFL</b>	<b>MFL</b>	<b>MFL</b>
	Powerful Knowledge Concept and detail	<b>Reading &amp; Writing</b> French My Family	<b>Reading &amp; Writing</b> French My Family	<b>Reading &amp; Writing</b> French My Family	<b>Reading &amp; Writing</b> French My Family	<b>Reading &amp; Writing</b> French My Family	<b>Reading &amp; Writing</b> French My Family	<b>Reading &amp; Writing</b> French My Family
<b>Additional</b>	Subject Discipline	<b>RSHE (Computing)</b>	<b>RSHE (Computing)</b>	<b>RSHE (Computing)</b>	<b>Art</b>	<b>Art</b>	<b>Art</b>	<b>Art</b>
	Progression of Skills Statement and detail	<b>Internet Safety</b> How can I safely be me and conduct research online?	<b>Internet Safety</b> How can I safely be me and conduct research online?	<b>Internet Safety</b> How can I safely be me and conduct research online?	<b>Experimentation, Control &amp; Accuracy</b> Exploring different art mediums	<b>Experimentation, Control &amp; Accuracy</b> Exploring different art mediums	<b>Experimentation, Control &amp; Accuracy</b> Exploring different art mediums	<b>Experimentation, Control &amp; Accuracy</b> Exploring different art mediums
<b>PE</b>								
Outdoor	<b>Lacrosse</b>	<b>Lacrosse</b>	<b>Lacrosse</b>	<b>Lacrosse</b>	<b>Lacrosse</b>	<b>Lacrosse</b>	<b>Lacrosse</b>	<b>Lacrosse</b>
	<b>Working Together</b>	<b>Working Together</b>	<b>Working Together</b>	<b>Working Together</b>	<b>Working Together</b>	<b>Working Together</b>	<b>Working Together</b>	<b>Working Together</b>
Indoor	<b>Gymnastics</b>	<b>Gymnastics</b>	<b>Gymnastics</b>	<b>Gymnastics</b>	<b>Gymnastics</b>	<b>Gymnastics</b>	<b>Gymnastics</b>	<b>Gymnastics</b>
	<b>Explore space and movement patterns</b>	<b>Basic skills – what can we do?</b>	<b>Partner focus – matching &amp; mirroring</b>	<b>Sequence building – performance factors?</b>	<b>Starting &amp; finishing – intro counter balance</b>	<b>Sequence building criteria for performance &amp; practice</b>	<b>Performance &amp; Feedback</b>	