

**Medium Term Plan
Autumn Term
Year 3**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Date	WB 04/09	WB 11/09	WB 18/09	WB 25/09	WB 02/10	WB 09/10	WB 16/10
Learning Theme Science* Art Computing/DT History/Geography	Scavengers and Settlers Types of rock How fossils are formed *Science blocked out over first two weeks	Mary Anning Compare and group rocks based on appearance and properties Acceptable Use Policy - Logging in / creating tabs	Soil formation How do we know about the past? – The Street Beneath my Feet E-safety awareness and game (see google classroom ‘Interlard’)	Life in the Stone Age- Stone Age Changes Stone Age Cave Painting E-Safety Google documents- planning an online safety poster	Bronze Age Changes – linking to settlements E-Safety Google documents- creating an online safety poster	Iron Age Changes- linking to settlements Timelines Stone Age to Iron Age E-Safety Online safety awareness- presenting your poster to a group/classroom	Recap E-Safety Online safety awareness- presenting your poster to a group/classroom
Text Focus	Stone Age Boy The Street Beneath my Feet Non-fiction extracts						
Writing composition	Hook to learning theme	Adjectives, conjunctions, story mapping	Imitation and editing	Past tense	Main and subordinate clauses	Fronted adverbials – link to creating suspense	Innovation, Publishing
Punctuation and Grammar	Correctly demarcate sentences with full stops, capital letters	Commas to list, expanded noun phrases comparative conjunctions 1 st person	Comparative conjunctions 1 st person	Past tense – ed and irregular 1 st person	Identifying main and subordinate clauses Subordinating conjunctions	Using commas to punctuate fronted adverbials.	Recap of punctuation used this term.
Spelling	Y2 recap	ou making ow sound	ou making u sound	y making i sound	Words ending in sure	Words ending in ture	Use the first two or three letters in a word to check its spelling in a dictionary.
Reading	Time to listen to readers (initial assessment)	3. character exploration 7. Vocabulary	8. Sequencing Stone Age Boy Stone Age non-fiction (vocabulary)	Stone Age non-fiction (vocabulary)	Stone Age Boy - retrieval and vocabulary	Iron age non-fiction	Fossils Non-Fiction

Maths	Recap of place value	I can represent numbers to 100 I can partition numbers to 100 I can read a number line to 100 I can recognise multiples of 100s	I can represent numbers to 1,000 I can partition numbers to 1,000 I can partition numbers to 1,000 in different ways I can apply number bonds within 10	I can add and subtract 1s I can add and subtract 10s I can add and subtract 100s I can spot the pattern	I can add 1s across a 10 I can add 10s across a 100 I can subtract 1s across a 10 Subtract 10s across a 100	I can make connections I can add two numbers (no exchange) I can subtract two numbers (no exchange) Add two numbers (across a 10)	I can subtract two numbers (across a 100) I can add 2-digit and 3digit numbers I can subtract a 2-digit number from a 3-digit number I know complements to 100
Fast15	Introduction to Fast 15	Numbers to 20 Count objects to 100 by making tens Recognise tens and ones	Recognise tens and ones Write numbers to 100 in words Flexibly partition numbers to 100	Flexibly partition numbers to 100 10s on the number line to 100 10s and 1s on the number line to 100	10s and 1s on the number line to 100 10s and 1s on the number line to 100 10s and 1s on the number line to 100	Compare objects Compare numbers Order objects and numbers	Count in 2s, 5s and 10s Count in 2s, 5s and 10s Count in 3s
RE	Describe what a Buddhist might learn from the religious story of Siddhartha.	can describe what a Buddhist might learn from a Buddhist religious story.	Describe what a Buddhist might learn from a Buddhist story.	Understand how listening to a religious story about kindness might teach a believer to be.	Explain how Buddhist teaching is similar to that of other religious groups and how it influences how people of faith try to live their life.	Suggest reasons for Buddhist beliefs about enlightenment and how religious sources shape these beliefs.	Describe what a Buddhist might learn from the religious story of Siddhartha.
	Ask questions about the meaning and purpose of life.	Ask questions about the meaning and purpose of life.	Ask questions about the moral decisions they and others make and suggest what might happen as a result of different decisions;	Suggest what might happen if someone chooses to behave in the way religious teaching suggests or to ignore that teaching.	person does or does not act in a particular situation and how faith may have influenced them.	Ask questions about things that are important to them and other people and understand how religious views impact on the lives of followers of a religion.	Ask questions about the meaning and purpose of life.
Jigsaw	Transition 1. Getting to Know Each Other	Being me in my world 2. Our Nightmare School	Being me in my world 3. Our Dream School	Being me in my world 4. Rewards and Consequences	Being me in my world 5. Our Learning Charter	Being me in my world 6. Owing our Learning Charter	Being me in my world 7. Group work/quiz
PE	<u>Start of Unit 1: Personal skills</u> Coordination: Footwork Static balance: One Leg	Coordination: Footwork Static balance: One Leg	Coordination: Footwork Static balance: One Leg	Coordination: Footwork Static balance: One Leg	Coordination: Footwork Static balance: One Leg	Coordination: Footwork Static balance: One Leg	Coordination: Footwork Static balance: One Leg
Creative Arts	Stone Age Song						