

Year 3 Medium Term Plan: Autumn 1

YEAR 3								
SUBJECT	AUT 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Week		07/09	14/09	21/09	28/09	05/10	12/10	19/10
Events		Parents Sign ISPs	Recycle Week Meet the Teacher meetings Wed 3:30; Macmillan Coffee Morning (Fri tbc)		Tues 29 th Belton House Whole School Trip Harvest Festival?	5 th Online Safety 7 th Flu Vaccines 8 th Flag Fen Trip PP Meetings (Y1-5) Y3 NMM Writing	Mon 12 th Indiv Photos	Friday 23 rd End of Term
ENGLISH Reading Canon	Fiction: Stig of the Dump by Clive King See unit weekly planning for step							
SPELLING RWI	RWI Spelling Book begin 2B	2B Unit 1: The r sound spelt wr	2B Unit 2: Adding the suffixes -er or -est (1)	2B Unit 3: Adding the suffixes -er or -est (2)	2B Unit 4: Adding the suffixes -er or -est (3)	2B Unit 5: The ee sound spelt ey	2B Unit 6: Add the suffix -ness (1)	2B Unit 7: Add the suffix -?? (1)
MATHS NCETM Trial	Unit 1 (2 weeks) Adding & Subtracting across 10 Unit 2 Numbers to 1000 Part 1 (5 weeks) then 5 weeks Aut 2)	1. add 3 addends 2. use a 'First.. Then... Now' story to add 3 addends 3. explain that addends can be added in any order 4. add 3 addends efficiently	5. add 3 addends efficiently by finding two addends that total 10 6. add two numbers that bridge through 10 7. subtract two numbers that bridge through 10	1. explain that 100 is composed of ten tens and one hundred ones 2. explain that 100 is composed of 50s 25s and 20s 3. use known facts to find multiples of ten that compose 100 4. use known facts to find a two-digit number and a one- or two-digit number that compose 100	5. use known facts to find correct complements to 100 6. use known facts to find complements to 100 accurately and efficiently 7. represent a three-digit number which is a multiple of ten using their numerals and names 8. use place value knowledge to write addition and subtraction equations	9. bridge 100 by adding or subtracting in multiples of ten 10. use knowledge of addition and subtraction of multiples of ten bridging the hundreds boundary to solve problems 11. count across and on from 100 12. represent a three- digit number up to 199 in different ways	13. bridge 100 by adding or subtracting a single-digit number 14. find ten more or ten less than a given number 15. cross the hundreds boundary when adding and subtracting any two- digit multiple of ten	16. become familiar with a metre ruler (marked and unmarked intervals, 1 x 1m, 10 x 10cm, 100 x 1cm) 17. measure length and height from zero using whole metres and cm 18. measure length and height from zero using cm 19. convert between m and cm (include whole m to cm, cm to whole m and cm and vice versa)
PSHE Jigsaw	Being Me in My World How do our choices affect ourselves and others?	1 – recognise their worth and identify positive things about themselves and their achievements.	2 – face new challenges positively, make responsible choices and ask for help when I need it.	3 – understand why rules are needed and how they relate to rights and responsibilities.	4 – understand that my actions affect myself and others.	Online Safety Workshop	5 - make responsible choices and take action.	ASSESS & REVIEW

Year 3 Medium Term Plan: Autumn 1

YEAR 3								
SUBJECT	AUT 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Week		07/09	14/09	21/09	28/09	05/10	12/10	19/10
Events		Parents Sign ISPs	Recycle Week Meet the Teacher meetings Wed 3:30; Macmillan Coffee Morning (Fri tbc)		Tues 29 th Belton House Whole School Trip Harvest Festival?	5 th Online Safety 7 th Flu Vaccines 8 th Flag Fen Trip PP Meetings (Y1-5) Y3 NMM Writing	Mon 12 th Indiv Photos	Friday 23 rd End of Term
RE NEW Lincs Agreed Syllabus Religion and Worldviews Primary Case Studies	What does pilgrimage mean to individuals and communities? Walsingham Case Study (Christian World Views)	1 – Human/ Social Science Focus Walsingham Introduction	2 – Human/ Social Science & Theology Focus The importance of Mary	3 – Theology Going on a pilgrimage	4 – Theology Pilgrimage to Walsingham	5 – Human/ Social Science Focus Christian pilgrimage around the world	6- All disciplinary lenses Does going on pilgrimage matter?	ASSESS & REVIEW
MFL Language Angels	I'm Learning French What language do you speak?	1 - introduce French as a subject.	2 - say greetings in French: Bonjour, Salut, Au Revoir and ask someone how they are feeling in French	3 - learn how to ask and answer the question (What is your name?) in French.	4 - say numbers 1 - 10 in French.	5 - read and write colour names in French	6 - revise all language covered so far and to complete the end of unit assessment.	
PE Get Set 4 PE	Fundamentals	1 - develop balancing and understand the importance of skill.	2 - develop technique when running at different speeds.	3 - develop agility using a change of speed and direction.	4 - develop technique and control jumping, hopping and landing.	5 - develop skipping with a rope.	6 - apply fundamental skills to a variety of challenges.	
	Netball	1- passing and moving and play within the footwork rule.	2- passes to move towards a goal - chest, bounce or shoulder pass.	3 - develop movement skills to lose a defender.	4- defend an opponent and try to win the ball.	5- develop the shooting action.	6a - develop playing using netball rules.	6b - develop playing using netball rules.
SCI Kapow	Animals inc Humans: Movement & Nutrition What do our bones and muscles do, and how can we keep them healthy?	1 – explain role of a skeleton. WS - group animals based on physical properties.	2 –recognise the main bones in the body. WS - To measure and sort data.	3 - explain how muscles are used for movement. Science in action - explore scientific advances.	4 - explain how food is an essential energy source for animals. WS - gather and compare data to answer questions.	5 - identify the main nutrient groups and their simple functions. WS - record information using secondary sources.	6 - explain what makes a balanced diet. Science in action. Explore how knowledge has progressed over time	ASSESS & REVIEW

Year 3 Medium Term Plan: Autumn 1

YEAR 3								
SUBJECT	AUT 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Week		07/09	14/09	21/09	28/09	05/10	12/10	19/10
Events		Parents Sign ISPs	Recycle Week Meet the Teacher meetings Wed 3:30; Macmillan Coffee Morning (Fri tbc)		Tues 29 th Belton House Whole School Trip Harvest Festival?	5 th Online Safety 7 th Flu Vaccines 8 th Flag Fen Trip PP Meetings (Y1-5) Y3 NMM Writing	Mon 12 th Indiv Photos	Friday 23 rd End of Term
HIS Kapow FLAG FEN TRIP (Nov)	British History: Stone Age to Iron Age Would you prefer to live in Stone, Bronze or Iron Age?	Lesson 1: How long ago did prehistoric man live?	Lesson 2: What does Skara Brae tell us about life in the Stone Age?	Lesson 3: Who was this Bronze Age man?	Lesson 4: What was the impact of bronze in prehistoric Britain?	Lesson 5: How did trade change lives in Iron Age Britain?	Lesson 6: What changed between the Stone Age and the Iron Age?	Optional Remembrance lesson: How can memorials help us remember?
GEO Kapow								
ART Kapow	Prehistoric Art: Painting and Mixed Media	1: Exploring prehistoric art apply an understanding of prehistoric human- made art.	2: Charcoal animals -understand and use scale to enlarge drawings in a different medium.	3: Prehistoric palette - explore how natural products produce pigments to make different colours.	4: Painting on the cave wall - select and apply a range of painting techniques.	5: Hands on a cave wall - apply painting skills when creating a collaborative artwork.	Completion of Artwork/ Gallery Evaluation	ASSESS & REVIEW
DT Kapow								
COMP Kapow	Computing Systems & Networks 1: Networks and the Internet	1- understand what a network is, name key parts and recognise their purpose.	2- understand how information moves around a network and begin to recognise real world networks.	3 – understand how the internet works and explain a websites journey	E-Safety Workshop – Stay Safe Partnership	Online Safety Workshop	4- explore the role and purpose of routers	5- understand the role of packets ASSESS & REVIEW
MUSIC Kapow	Ballads	1 - To use musical vocabulary to explain the stylistic features of a ballad.	2 - explore how actions can impact performance.	3 - plan a musical structure inspired by a story.	4 - create lyrics that match a melody.	5 - show awareness of style, structure and features to perform a ballad. ASSESS & REVIEW	Performance Practice and evaluation	