

## Year 3 Medium Term Planning - Autumn Term 1

### Topic: Stone Age

	1	2	3	4	5	6	7
English	<b>Place Value of Punctuation and Grammar Nouns</b> <ul style="list-style-type: none"> <li>common</li> <li>proper</li> <li>abstract</li> <li>collective</li> </ul> <b>Modifying Nouns</b> <ul style="list-style-type: none"> <li>expanded noun phrases</li> <li>pronouns</li> </ul>	<b>Place Value of Punctuation and Grammar Verbs</b> <ul style="list-style-type: none"> <li>regular action verbs and verb phrases/ doubling consonants</li> <li>irregular action verbs</li> <li>what is the subject?</li> </ul> <b>Building single clause sentences Subject and Verb Focus</b>	<b>Place Value of Punctuation and Grammar Conjunctions</b> <ul style="list-style-type: none"> <li>Coordinating conjunctions</li> <li>Subordinating conjunctions</li> </ul> <b>Modifying Verbs</b> <ul style="list-style-type: none"> <li>Prepositions</li> <li>Adverbials (TRAMP)</li> </ul>	<b>Place Value of Punctuation and Grammar Non-chronological Report</b> <ul style="list-style-type: none"> <li>Diagnosis task-spelling</li> <li>Text deconstruction</li> <li>Contextualised construction</li> <li>Edit, redraft, publish</li> </ul>	<b>How to Wash a Woolly Mammoth by Michelle Robinson:</b> <b>Instructions:</b> Diagnostic write and feature analysis e.g. presentational features: subheadings, bullet points, numerals for chronological order, colons.	<b>How to Wash a Woolly Mammoth by Michelle Robinson:</b> <b>Instructions:</b> Specific text features Using grammar elements in context: Adverbial phrases-time and manner, imperative verbs, rhetorical questions and present tense language.	<b>How to Wash a Woolly Mammoth by Michelle Robinson:</b> <b>Instructions:</b> Planning Writing Edit and improve
Spelling focus	RWI-Y3-Unit 1: mis, un-, in-, dis- incomplete invisible inhuman dishonest disapprove disagree disappear unhappy unsafe unlock	RWI-Y3-Unit 1: mis, un-, in-, dis- disappearing incorrect independent incapable disappoint disappointment incapable disapproval incompetent incompetence	YEAR 3-4 Spellings actually although appear certain enough height important position quarter weight probably question	RWI-Y3-Unit 2: adding im- to words beginning with m or p possible polite patient mortal mature impossible impolite impatient immortal immature	RWI-Y2-REVISION Adding the suffix -ful thankful cheerful colourful thoughtful wonderful hopeful painful joyful peaceful delightful	RWI-Y3-Unit 5 : words ending in -ture picture adventure capture creature departure mixture fracture temperature fixture feature	RWI-Y3-Unit 5 : words ending in -ture nature future puncture furniture fixtures fractured featured temperatures captured adventures
SPAG FOCUS	Nouns Modifying Nouns- expanded noun phrases/pronouns	Verbs Verb tense	Conjunctions	Adverbials (TRAMP)	TRAMP Adverbs for Time	Imperative Verbs Perfect Present Tense Verbs	TRAMP Adverbs for Manner
Reading focus	<b>Guided Reading: Fiction-The Stolen Spear/ Stone Age Boy/ The Great Cave/Project X</b> Finding evidence in a text.	<b>Guided Reading: Fiction-The Stolen Spear/ Stone Age Boy/ The Great Cave/Project X</b> Making Predictions.	<b>Guided Reading: Fiction-The Stolen Spear/ Stone Age Boy/ The Great Cave/Project X</b> Making inferences	<b>Guided Reading: Fiction-The Stolen Spear/ Stone Age Boy/ The Great Cave/Project X</b> Vocabulary in Context	<b>Guided Reading: Non-Fiction-Everything Stone Age to Iron Age</b> Text organisation Contents/glossary/ index	<b>Guided Reading: Non-Fiction-Everything Stone Age to Iron Age</b> Asking and Answering Questions	<b>Guided Reading: Non-Fiction-Everything Stone Age to Iron Age</b> Sharing my research

<b>Maths</b>	<u>Place Value:</u> <ul style="list-style-type: none"> <li>Representing numbers to 100.</li> <li>Partition numbers to 100</li> <li>Number line to 100</li> <li>Hundreds</li> <li>Represent numbers to 1000</li> </ul>	<u>Place Value:</u> <ul style="list-style-type: none"> <li>Partition numbers to 1000</li> <li>Flexible partitioning of numbers to 1000</li> <li>Hundreds, tens and ones</li> <li>Find 1, 10 or 100 more or less</li> <li>Number line to 1000</li> </ul>	<u>Place Value:</u> <ul style="list-style-type: none"> <li>Estimate on a number line to 1000</li> <li>Compare numbers to 1000</li> <li>Order numbers to 1000</li> <li>Count in 50s</li> </ul>	<u>Addition and Subtraction:</u> <ul style="list-style-type: none"> <li>Apply number bonds within 10.</li> <li>Add and subtract 1s.</li> <li>Add and subtract 10s</li> <li>Add and subtract 100s</li> <li>Spot the pattern</li> </ul>	<u>Addition and Subtraction:</u> <ul style="list-style-type: none"> <li>Add 1s across a 10.</li> <li>Add 10s across a 100.</li> <li>Subtract 1s across a 10.</li> <li>Subtract 10s across a 100.</li> <li>Make connections</li> </ul>	<u>Addition and Subtraction:</u> <ul style="list-style-type: none"> <li>Add two numbers (no exchange)</li> <li>Subtract two numbers (no exchange)</li> <li>Add two numbers across a 10</li> <li>Add two numbers across 100</li> <li>Subtract two numbers across a 10</li> </ul>	<u>Addition and Subtraction:</u> <ul style="list-style-type: none"> <li>Subtract two numbers across a 100</li> <li>Add 2 and 3-digit numbers</li> <li>Subtract a 2 digit number from a 3-digit number</li> <li>Complements to 100</li> <li>Estimate answers</li> </ul>
<b>Science</b>	<b>Rocks and Soils:</b> What are rocks?	<b>Rocks and Soils:</b> Are all rocks the same?	<b>Rocks and Soils:</b> How rocks are formed	<b>Rocks and Soils:</b> Which rocks make up the Earth?	<b>Rocks and Soils:</b> What are soils?	<b>Rocks and Soils:</b> Fossils	
<b>History</b>	<b>The Stone Age:</b> What does prehistory mean?	<b>The Stone Age:</b> What was life like in the Palaeolithic and the Mesolithic?	<b>The Stone Age:</b> What changed from the Palaeolithic and the Mesolithic?	<b>The Stone Age:</b> How did hunter-gatherers survive during the Mesolithic?	<b>The Stone Age:</b> The Mystery of Stonehenge	<b>The Stone Age:</b> How did the search for food change during the neolithic?	<b>The Stone Age:</b> Skara Brae What kind of sources tell us about life in the stone age?
<b>Geography</b>	<b>Oceans and Seas</b> Identify and locate using maps, atlases and satellite images	<b>Continents:</b> Using maps, atlases and satellite images	<b>Doggerland</b>				
<b>Art/DT</b>	<b>Self Portraits</b> Drawing Features Self Portrait	<b>Self Portraits</b> Mirror Images using different mediums	<b>Stone Age Cave Art</b> Intro to cave art, e.g. The Chauvet-Pont-d'Arc Cave -Identify texture and colours of background, animal silhouette and negative space handprint.	<b>Stone Age Cave Art</b> Design and draft Cave Painting Art in Sketch books using chalks, wax crayons and art pencils.	<b>Stone Age Cave Art</b> Cave Art - Create Cave Art using a range of mediums, water colours, chalk, wax crayon. Complete on A3 art paper.	<b>Stone Age Cave Art</b> Cave Art - Create Cave Art using a range of mediums, water colours, chalk, wax crayon. Complete on A3 art paper.	<b>Stone Age -DT</b> Creating natural fabric dyes.

Computing	Purple Mash Unit 3.2 - Online Safety. <b>Lesson 1</b> Safe passwords and communication methods. Creating a class blog about Keeping Safe Online	Purple Mash Unit 3.5 - Emails <b>Lesson 2</b> Safe passwords and communication methods.	Purple Mash Unit 3.5 - Emails <b>Lesson 3</b> Using E-Mails Safely	Purple Mash Unit 3.5 - Emails <b>Lesson 4</b> E-Mail Safety Quiz-creating quizzes in 2Quiz	Graphic Art-Self Portraits Computer Art Taking photos/ photo editing.	Graphic Art-Self Portraits Computer Art Taking photos/ photo editing.	Purple Mash Unit 3.5 - Emails <b>Lesson 5</b> Attachments
French	Mrs Walker - Delivering French.	Mrs Walker - Delivering French.	Mrs Walker - Delivering French.	Mrs Walker - Delivering French.	Mrs Walker - Delivering French.	Mrs Walker - Delivering French.	Mrs Walker - Delivering French.
Music	Charanga Unit 1: Let Your Spirit Fly by Joanna Mangona. <i>Listen to and appraise the song.</i>	Charanga Unit 1: Let Your Spirit Fly by Joanna Mangona. <i>Learn to sing the song.</i>	Charanga Unit 1: Let Your Spirit Fly by Joanna Mangona. <i>Sing the song and play instruments within the song.</i>	Charanga Unit 1: Let Your Spirit Fly by Joanna Mangona. <i>Sing the song and improvise using voice.</i>	Charanga Unit 1: Let Your Spirit Fly by Joanna Mangona. <i>Sing the song and perform compositions within the song.</i>	Charanga Unit 1: Let Your Spirit Fly by Joanna Mangona. <i>Choose performance and prepare performance.</i>	Charanga Unit 1: Let Your Spirit Fly by Joanna Mangona. <i>End of unit performance.</i>
PSHE	Being Me In My World: To Know One Another.	Being Me In My World: Setting Goals.	Being Me In My World: Our Nightmare School.	Being Me In My World: Our Dream School.	Being Me In My World: Rewards and Consequences.	Being Me In My World: <i>Our Learning Charter.</i>	Being Me In My World: Owing Our Learning Charter.
RE	Hinduism: How do Hindus show worship? <b>Who and Where?</b> Introduction to Hinduism	Hinduism: How do Hindus show worship? <b>Main Values and Beliefs:</b> Dharma (overarching moral law of Hinduism) Purushartha (main goals for life) Atman (the soul) Karma (cause and effects of your actions) Samsara(reincarnation) Maksha (becoming one with Brahma)	Hinduism: How do Hindus show worship? <b>Symbols and Meanings</b>	Hinduism: How do Hindus show worship? <b>Special Places of Worship</b>	Hinduism: How do Hindus show worship? <b>Gods and Goddesses:</b> Trimurti - Brahma, Vishnu, Shiva,	Hinduism: How do Hindus show worship? <b>Gods and Goddesses:</b> Deities -Saraswati, Lakshmi and Parvati.	Hinduism: How do Hindus show worship? <b>Gods and Goddesses:</b> Rama and Sita - Story of Diwali.
PE	Gymnastics: Shapes and performance (transition)	Gymnastics: Balances (symmetrical / Asymmetrical)	Gymnastics: Partner Balances (in Unison)	Gymnastics: Supported partner balances	Gymnastics: Rolls - Forward / Log and Teddy Bear Rolls	Gymnastics: Practice Rolls and create routines (assessment)	