

## Medium Term Planning

### Autumn Term

Year 3	Autumn 1	Autumn 2
<b>Theme/Topic</b>	Our World	Stone Age
<b>Visit/Visitors</b> <i>When / where possible</i>	Newton Hall Library  Durham Cathedral Riverbanks: Forest Schools – Our world	Synagogue: Judaism  Durham University: Stone Age visitor from the Museum of Archaeology
<b>RE</b>	Domestic Church – Family: Homes  To know and understand God’s vision for every family  Baptism – Belonging: Promises  To know and understand the meaning of the promises made at Baptism  Advent/Christmas – Loving: Visitors  To know and understand Advent: waiting for the coming of Jesus  Other World Faiths: Judaism  To know and understand that there are special places for worship	
<b>English Literature</b>	Spud Murphy: Eoin Colfer  Desirable: Frank Cottrell Boyce  Film Units:  The Windmill Farmer  The Black Hat	Stone Age Boy:  Satoshi Kitamura  Film Unit:  The Present  One Christmas Wish: Katherine Rundell and Emily Sutton

<p><b>Reading</b></p>	<p>To use a range of strategies when reading aloud when prompted</p> <p>To read age appropriate texts at a speed which allows focus on understanding as opposed to decoding individual words</p> <p>To experiment with different pronunciations when reading unfamiliar, longer words</p> <p>To make good approximations of a word's pronunciation</p> <p>To listen to and discuss a wide range of fiction, non-fiction, poetry, plays, textbooks and reference books</p> <p>To read independently and talk about what has been read</p> <p>To make inferences from texts and explain these</p> <p>To identify the main points of a text</p> <p>To make predictions based on evidence from a text and explain these</p> <p>To recognise that books are structured in different ways for different audiences and purposes</p>
<p><b>Writing</b></p>	<p>To begin to use paragraphs to group related material</p> <p>To use a range of planning strategies and tools</p> <p>To become more aware of the audience and purpose of different types of writing</p> <p>To discuss and record ideas</p>
<p><b>Spelling</b></p>	<p>To spell words with the /ai/ sound spelt ei, eigh or ey</p> <p>To spell words containing the /u/ sound spelt ou</p> <p>To add suffixes beginning with vowel letters to words of more than one syllable(words ending with a single consonant preceded by a short vowel double the consonant before adding ing)</p>

<b>Grammar, Punctuation and Vocabulary</b>	<p>To use a wide range of conjunctions to join sentences and develop ideas</p> <p>To vary sentence openers</p> <p>To use pronouns to avoid repetition</p> <p>To use a range of punctuation with increasing accuracy – full stops, question marks, exclamation marks, commas in lists, apostrophe for contraction and apostrophe for singular possession</p> <p>To use a or an according to whether the next word begins with a consonant or a vowel</p> <p>To begin to select words for effect</p>	
<b>Speaking and Listening</b>	<p>To listen and respond appropriately to adults and their peers</p> <p>To ask relevant questions to extend their understanding and knowledge</p> <p>To use relevant strategies to build their vocabulary</p> <p>To articulate and justify answers, arguments and opinions</p>	
<b>Mathematics</b>	<p>Number and Place Value</p> <ul style="list-style-type: none"> <li>• To count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number</li> <li>• To recognise the place value of each digit in a 3-digit number</li> <li>• To compare and order numbers up to 1000</li> <li>• To identify, represent and estimate numbers using different representations</li> </ul> <p>Addition and Subtraction</p> <ul style="list-style-type: none"> <li>• To add and subtract numbers mentally including:</li> <li>• A 3-digit number and ones</li> <li>• A 3-digit number and tens</li> </ul>	<p>Multiplication and Division</p> <ul style="list-style-type: none"> <li>• To recall and use multiplication and division facts for the 3, 4 and multiplication tables</li> <li>• To write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for 2digitnumbers times 1-digit numbers, using mental and progressing to formal written methods</li> <li>• To read and write numbers up to 1000 in numerals and in words</li> <li>• To solve number problems and practical problems involving these ideas</li> </ul>

	<ul style="list-style-type: none"> <li>• A 3-digit number and hundreds</li> <li>• To add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction</li> <li>• To estimate the answer to a calculation and use inverse operations to check answers</li> <li>• To solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction</li> <li>• To solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects</li> </ul>			
Science	Computing	Design Technology	PE	
<p><b>Content:</b> Biology</p> <p>Plants</p> <p>Animals including humans</p> <p><b>Working scientifically</b></p> <p>To make systematic and careful observations and, where appropriate, taking accurate measurements using standard units</p> <p>To record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables</p>	<p><b>Content:</b></p> <p><b>Skills/success criteria:</b></p> <p>To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish goals, including collecting, analyzing, evaluating and presenting data and information</p> <p><b>Computer science:</b></p>	<p><b>Content:</b></p> <p>Stone age food</p> <p>To know the principles of a healthy and varied diet</p> <p>To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>To understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed</p> <p><b>Skills/success criteria:</b></p>	<p><b>Content:</b></p> <p>Games; athletics</p> <p><b>Skills/success criteria:</b></p> <p>To use running, jumping, throwing and catching in isolation and in combination</p> <p>To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p>To compare their performance with previous ones and demonstrate improvement to achieve their personal best</p>	

<p>To identify differences, similarities or changes related to simple scientific ideas and processes</p> <p>To use straightforward scientific evidence to answer questions or to support findings - pattern seeking enquiry</p> <p>To ask relevant questions and use different types of scientific enquiries to answer them</p> <p>To gather, record, classify and present data in a variety of ways to help answer questions</p> <p>To set up simple practical enquiries, comparative and fair tests</p> <p>To report on findings from enquiries, including oral and written explanations</p> <p>To use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>To understand that not all animals have an internal skeleton and that the</p>	<p>To use scratch to develop graphical programming language, sequence instructions and create a simple game</p> <p><b>Digital literacy:</b></p> <p>To use the internet safely to search effectively for information</p> <p><b>Digital publishing:</b></p> <p>To use software to create an e-book, brochure or poster</p> <p><b>Presentations:</b></p> <p>To write and deliver a presentation</p> <p><b>Working with data:</b></p> <p>To search, sort and graph information</p>	<p>To know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading, and baking</p> <p>To know that to be active and healthy, food is needed to provide energy for the body</p> <p>To measure using grams</p> <p>To follow a recipe</p>	
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<p>presence of this is an important feature in classifying them</p> <p>To know that a skeleton is needed for support, protection and movement</p> <p>Investigative questions</p> <p>Are all flowers the same?</p> <p>Are all flowers important?</p> <p>How do fruits develop from pollinated flowers?</p> <p>What's the same? What's different?</p> <p>Why do fruits produce seeds?</p> <p>How can we group animals by what they eat?</p> <p>What is a balanced diet?</p> <p>Do people who do more sport have stronger muscles?</p> <p>Why do we get out of breath when our muscles work hard?</p> <p>Skills/success criteria:</p> <p>To explore the part that flowers play in the life cycle of flowering plants</p>			
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<p>To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>To identify that humans and some other animals have skeletons and muscles for support, protection and movement</p>			
Geography	History	Music	Art & Design
<p><b>Content:</b></p> <p>Local area: Geographical skills and fieldwork</p> <p><b>Locational knowledge:</b></p> <p>To name counties and cities of the UK, geographical regions and their human and physical characteristics, key topographical features and land use patterns</p> <p>To describe and understand key aspects of human geography – settlement and land use</p> <p>To use maps and fieldwork to observe, measure, record and present the human and physical features in the local area</p>	<p><b>Content:</b></p> <p>Stone age</p> <p>To develop an increasingly secure chronological knowledge and understanding of history</p> <p>To develop and use appropriate subject terminology</p> <p>To ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance</p> <p>To identify some of the results of historical events, situations and changes</p> <p><b>Skills/Success Criteria:</b></p>	<p><b>Content:</b></p> <p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p><b>Skills/Success Criteria:</b></p> <p>To use voices to create and control sounds</p> <p>To keep in time with a steady pulse</p> <p>To play singing games</p> <p>To use graphic notation</p> <p>To contribute to class performances</p>	<p><b>Content:</b></p> <p>'Natures Palette'</p> <p>To create sketch books to record observations in</p> <p>To improve mastery of art and design techniques including drawing, painting, and sculpture with a range of materials</p> <p><b>Skills/Success Criteria:</b></p> <p>To use a range of stimulus for collage work and use in abstract ways</p> <p>To investigate tie-dying</p>

<p>using a range of methods including sketch maps, plans and graphs and digital technologies</p> <p><b>Skills/Success Criteria:</b></p> <p>To ask geographical questions</p> <p>To use a simple database to present findings from fieldwork</p> <p>To record findings from fieldtrips</p> <p>To use a database to present findings</p> <p>To draw annotated sketches from observations</p> <p>To follow a route on a map</p> <p>To locate places using a range of maps</p> <p>To use co-ordinates to identify features on a map</p> <p>To name and locate counties and cities of the UK</p>	<p>To develop an increasingly secure chronological knowledge and understanding of history</p> <p>To use correct terminology to describe events in the past</p> <p>To understand that knowledge about the past is constructed from a variety of sources</p> <p>To be aware that different versions of the past may exist and begin to suggest reasons for this</p> <p>To identify and give reasons for historical events, situations and change</p>	<p>To identify and control different ways instruments make sounds</p>	
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