

Medium Term Planning

Autumn Term

Year 3	Autumn 1	Autumn 2
Theme/Topic	Our World	Stone Age
Visit/Visitors	Newton Hall Library Durham Cathedral Riverbanks: Geographical skills and fieldwork; Environmental art	Synagogue: Judaism Durham University Museum of Archaeology: Prehistory
RE	<p>Domestic Church – Family: Homes</p> <p>To know and understand God’s vision for every family</p> <p>Baptism – Belonging: Promises</p> <p>To know and understand the meaning of the promises made at Baptism</p> <p>Advent/Christmas – Loving: Visitors</p> <p>To know and understand Advent: waiting for the coming of Jesus</p> <p>Other World Faiths: Judaism</p> <p>To know and understand that there are special places for worship</p>	
RSE	<p>Module 1 – Created and Loved by God</p> <p>Unit 1: Religious understanding</p> <p>Children consider the Gospel story Jairus’ daughter in various creative and reflective ways.</p> <p>Through the story and discussion, children will learn that they are designed for a purpose and how they should live in light of this.</p> <p>The Sacraments of Baptism and Reconciliation as a foretaste of heaven and a wonderful part of our relationship with God are then explored.</p>	

<p>PSHE</p>	<p>September: International Day of Democracy</p> <p>Children will be taking part in School Council elections and selecting class leadership roles.</p> <p>They will be beginning to learn about the importance of democracy.</p> <p>October: Black History Month and World Mental Health Day</p> <p>Focus on influential black musicians in music lessons (listening).</p> <p>Focus on black authors and illustrators in class reading area.</p> <p>Children will learn about significant figures from history and their words; Rosa Parks, Nelson Mandela, Barack Obama, Martin Luther King Jr, Coretta Scott King, Wilma Rudolph, Ella Fitzgerald.</p> <p>World Mental Health Day will be discussed and celebrated in school – focus on coping with feelings, staying safe and practicing self-care, use of Zones of Regulation resources to support.</p> <p>November: Anti-Bullying Week and Remembrance Sunday</p> <p>Work in class on celebrating difference and the effects of bullying on feelings.</p> <p>Celebration of odd socks day to mark the start of Anti-Bullying Week.</p> <p>Children will learn about the them importance of remembering.</p> <p>Throughout the month, children will be learning about several celebrations such as Diwali, Bonfire Night, Stress Awareness Day and World Kindness Day.</p> <p>December: Human Rights</p> <p>Children will use CAFOD resources to learn about human rights and creating a fair world for everyone.</p>	
<p>English Literature</p>	<p>Spud Murphy: Eoin Colfer</p> <p>Desirable: Frank Cottrell Boyce</p> <p>Film Units:</p> <p>The Windmill Farmer</p> <p>The Black Hat</p>	<p>Stone Age Boy:</p> <p>Satoshi Kitamura</p> <p>Film Unit:</p> <p>The Present</p> <p>One Christmas Wish: Katherine Rundell and Emily Sutton</p>

Reading	<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>
Writing	<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>
Spelling	<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>
Grammar, Punctuation and Vocabulary	<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>	
Speaking and Listening	<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>	
Mathematics	<p>Number and Place Value</p> <ul style="list-style-type: none"> • To count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number • To recognise the place value of each digit in a 3-digit number • To compare and order numbers up to 1000 • To identify, represent and estimate numbers using different representations <p>Addition and Subtraction</p> <ul style="list-style-type: none"> • To add and subtract numbers mentally including: <ul style="list-style-type: none"> • A 3-digit number and ones • A 3-digit number and tens • A 3-digit number and hundreds • To add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction 	<p>Multiplication and Division</p> <ul style="list-style-type: none"> • To recall and use multiplication and division facts for the 3, 4 and multiplication tables • To write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for 2 digit numbers times 1-digit numbers, using mental and progressing to formal written methods • To read and write numbers up to 1000 in numerals and in words • To solve number problems and practical problems involving these ideas

	<ul style="list-style-type: none"> To estimate the answer to a calculation and use inverse operations to check answers To solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction 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 		
MFL	<p>Basic Conversation 1</p> <p>To learn to speak and write around the following themes:</p> <ul style="list-style-type: none"> Hello How are you? What's your name? How old are you? My family 	<p>Basic Conversation 2</p> <p>To learn to speak and write around the following themes:</p> <ul style="list-style-type: none"> Days of the week Colours Let's count up to twenty Countries I Like . . . 	
Science	Computing	Design Technology	PE
<p>Content: Biology</p> <p>Plants</p> <p>Animals including humans</p> <p>Working scientifically</p> <p>To make systematic and careful observations and, where appropriate, taking accurate measurements using standard units</p>	<p>Content:</p> <p>Skills/success criteria:</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>Content:</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>Content:</p> <p>Games; athletics</p> <p>Skills/success criteria:</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 record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables</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>Computer science:</p> <p>To use scratch to develop graphical programming language, sequence instructions and create a simple game</p> <p>Digital literacy:</p> <p>To use the internet safely to search effectively for information</p> <p>Digital publishing:</p> <p>To use software to create an e-book, brochure or poster</p> <p>Presentations:</p> <p>To write and deliver a presentation</p> <p>Working with data:</p> <p>To search, sort and graph information</p>	<p>To understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed</p> <p>Skills/success criteria:</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>	<p>To compare their performance with previous ones and demonstrate improvement to achieve their personal best</p>
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<p>To understand that not all animals have an internal skeleton and that the 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>			
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<p>To explore the part that flowers play in the life cycle of flowering plants</p> <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>			
<p>Geography</p>	<p>History</p>	<p>Music</p>	<p>Art & Design</p>
<p>Content:</p> <p>Local area: Geographical skills and fieldwork</p> <p>Locational knowledge:</p> <p>To explore, learn and use map symbols and keys.</p> <p>To explore, learn and use four and six-figure grid references.</p> <p>To explore, learn and use compass directions.</p> <p>To use a compass.</p>	<p>Content:</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</p>	<p>Content:</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>Skills/Success Criteria:</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>Content:</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>Skills/Success Criteria:</p> <p>To use a range of stimulus for collage work and use in abstract ways</p> <p>To investigate tie-dying</p>

<p>To use grid references, compass directions and symbols to locate places on a map.</p> <p>To describe human and physical features, including contours and relief.</p> <p>To sketch maps and plans of the school and surroundings area.</p> <p>To gather information about land use within their school and its surrounding area.</p> <p>To research data on local land use.</p> <p>To create a presentation showing local land use and the potential impact of a substantial commercial development.</p> <p>To use atlases and digital maps to find features and places in the UK.</p> <p>To use symbols and keys to identify physical and human features on a map.</p> <p>To identify UK counties through key physical and human features.</p> <p>To use maps, atlases, and digital maps to find specific features and places.</p> <p>To identify physical and human features on a map.</p>	<p>historical events, situations and changes</p> <p>Skills/Success Criteria:</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 contribute to class performances</p> <p>To identify and control different ways instruments make sounds</p>	
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To describe physical and human features from a map.			
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