



2021-22 Medium Term Plan Year 3 Term 1

English Display – The Stone Age Boy

Spelling – Phase 6 Phonics

Maths Display – Number and Place Value

Topic Display – The Stone Age to the Iron Age

Empowerment approach display – Understanding my Brain

Week	Special events	English Theme/ Focus text – Journey (week 2) The Stone Age Boy (week 3-8)	Maths Theme/area – Number: Place Value Number: Addition and Subtraction	Science Theme/area – Rocks	PE Theme/area – High 5 netball	Computing Theme/area – Online safety Coding	PSHE Empowerment approach
1 2 nd & 3 rd Sept	2 days only	PSHE For more information see Week 1 Foundation Friday learning of plan.	Maths assessments Star maths and arithmetic.		<u>High 5 netball</u> The children will focus on and develop within: <ul style="list-style-type: none">• Travelling• Sending	<u>Online safety</u> The children will recap the importance of staying safe online through a range of different activities.	Recap cup of needs (warm fuzzies and cold prickles.)

2 6 th – 10 th Sept	ARTS WEEK	<p>The children will begin by describing the text's setting in the role of the main character. After, they will participate in discussions about what they think will happen next and how the text's dilemma will be resolved.</p> <p>Spellings: Phonics assessment – contracted words (phase 6) Spag: Ready to write They will recap and learn how to use expanded noun phrases to describe and specify, in addition learn how to use familiar and new punctuation (capital letters, full stops, question marks and exclamation marks.)</p>	<p><u>Number: Place Value</u></p> <p>The children will recap how to represent numbers to 100 using both practical and written representations, in addition using addition when exploring tens and ones. After, they will build on their prior learning by understanding what 100 is.</p>	<p><u>Introduction</u></p> <p>The children will participate in discussions sharing what they already know about rocks.</p>	<ul style="list-style-type: none"> • Chasing • Receiving • Dodging • Avoiding • Attacking • Defending • Control 	<p><u>Coding: Review previous coding</u></p> <p>The children will recap key vocabulary taught last year, for example algorithm. After, they will explore the icon 'free code gibbon.' They will click and drag 2 characters onto the screen and write code that follows the algorithm e.g., When clicked -> my animal 1 My animal 1 -> right.</p>	<p>To explore circles of control:</p> <ul style="list-style-type: none"> . I can control. . I can influence. . Outside of my control.
3 13 th – 17 th Sept		<p>The children will be introduced to the class text and will ask questions about the text's setting. After, they will plan and write a diary entry in the role of the main character.</p> <p>Spellings: Phonics assessment – singular to plural nouns (phase 6) Spag: Ready to write They will identify grammatical patterns in a sentence to indicate its functions</p>	<p><u>Number: Place Value</u></p> <p>The children will be introduced to any number up to 1000. They will use base 10 when representing these numbers, recognising that hundreds are bigger than tens and tens are bigger than ones. After, they will find numbers to 1000 on a place value grid.</p>	<p><u>Types of rocks</u></p> <p>The children will compare different kinds of rocks based on their appearance.</p>		<p><u>A physical system</u></p> <p>The children will begin by exploring what a physical system is. After, they will investigate and take note of the coding displayed in Vehicles and Vehicles 2.</p>	<p><u>Working memory:</u></p> <p>What is it?</p>

		as a question, command, exclamation or statement.					
4 20 th – 24 th Sept		<p>The children will explore the different jobs which people did living through the stone age and will participate in discussions about how their lives are different to those they are reading about. Then, they will write a character profile about a character in the text.</p> <p>Spellings: Phonics assessment – suffix -y (phase 6) Spag: Ready to write They will recap what are coordinating and subordinating conjunctions and how to use them effectively in sentences.</p>	<p><u>Number: Place Value</u></p> <p>The children will understand that a 3-digit number is made up of 100s, 10s and 1s. They will be able to read numbers shown in different representations on a place value grid and be able to write them in numerals. They will also use place value counters and other resources to represent different numbers and understand how a number is made.</p>	<p><u>Grouping rocks</u></p> <p>The children will group together different kinds of rocks based on their physical properties.</p>		<p><u>A physical system</u></p> <p>The children will use the free code gibbon icon to create 3 vehicles. Then, they will create an algorithm so that the vehicles travel at different speeds with at least one vehicle changing angel.</p>	<p><u>Working memory:</u></p> <p>To explore auditory working memory.</p>
5 27 th Sept – 1 st Oct		<p>The children will participate in a range of drama activities and complete a role on the wall to understand and sympathise with the main character's feelings. After, they will write a letter to someone in his own timeline about his adventure so far.</p> <p>Spellings: Phonics assessment – homophones (phase 6)</p>	<p><u>Number: Place Value</u></p> <p>The children will estimate, work out and write numbers on a number line and build on their prior learning by finding 1, 10 and 100 more or less than a given number.</p>	<p><u>Fossils</u></p> <p>The children will describe how fossils are formed when things that have lived become trapped within rock.</p>		<p><u>If commands</u></p> <p>The children will begin by exploring the design view where they will make a grid visible. They will investigate how the X and Y positions change when you click and drag a character around the screen. After, they will work in</p>	<p><u>Working memory:</u></p> <p>To explore visual working memory.</p>



		<p>Spag: Ready to write They will explore and recap how commas are used to separate items in a list and how apostrophes mark where letters are missing and to mark singular possession in nouns.</p>				<p>small groups to complete the 'guard the castle' activity where they will input the position of the knight and use if commands.</p>	
6 4 th – 8 th Oct		<p>The children will plan and write an alternative ending to the story. They will discuss and share what they think could have happened after the main character saw a bear.</p> <p>Spellings: Phonics assessment – homophones (phase 6) Spag: Determiners They will be introduced to determiners. They will begin to use the forms a or an according to whether the next word begins with a consonant or a vowel, for example a rock, an open box.</p>	<p><u>Number: Place Value</u></p> <p>The children will continue to use objects and written representations to represent number to 1000 and compare them using comparison language and symbols. After, they will use their knowledge of the patterns in the 5 times table to count in steps of 50.</p>	<p><u>Mary Anning</u></p> <p>The children will identify changes related to simple scientific ideas to the contribution to palaeontology.</p>		<p><u>Variables</u></p> <p>The children will be introduced to the term 'variables' and understand what it is. Once they have a secure understanding of this, they will then create their own timers in 2code gibbon, for example a turtle object who moves one step every second.</p>	<p><u>Working memory:</u></p> <p>Children to identify their memory strengths.</p>
7 11 th – 15 th Oct		<p>The children will plan and write a newspaper report explaining to the reader what happened to the main character in the text. They will use a range of punctuation in the writing and include some speech.</p>	<p><u>Number: Addition and Subtraction</u></p> <p>The children will explore numbers greater than 100 plus add and subtract in multiples of 100, for example $300 + 200 = 500$; $500 - 200 = 300$. After, they will add and subtract ones from a 3-digit number where the ones do not cross 10.</p>	<p><u>Soil formation</u></p> <p>The children will recognise that soils are made from rocks and organic matter.</p>		<p><u>Repetition</u></p> <p>The children will explore ways to make objects repeat actions. They will do this using a timer and looking at the language 'every' and 'after.'</p>	<p><u>Working memory:</u></p> <p>To explore long term memory.</p>

		Spellings: Phonics assessment – spelling patterns - dge and -ge (phase 6) Spag: Determiners They will continue to explore and use the forms a or an according to whether the next word begins with a consonant or a vowel, for example a rock, an open box.					
8 18 th – 22 nd Oct		The children will use the information they have gathered from the class text and in history, to create a fact file about the stone age. When they write their fact file, they will include a range of different sentence types, including question sentences, statement sentences and exclamation sentences. Spellings: Phonics assessment – spelling patterns -le and wr- (phase 6) Spag: Assessment They will review the spag taught so far this term.	<u>Number: Addition and Subtraction</u> The children will explore how to add and subtract ones from a 3-digit number with exchanging.	<u>Soil profiles</u> The children will make systematic and careful observations regarding the formation of different soil types.		<u>Debugging</u> The children will review the terminology bug and debug / debugging. After, they will solve some debug challenges where they will then proceed to fixing, using the debugging steps, a simple program.	<u>Working memory:</u> Children to discuss and explore how they remember best, for example through pictures, stories, movement, sounds and words. After, they will identify ways which can help them when they find it difficult to remember, e.g., pictures, drawing mind maps, having a memory buddy etc.

Week		Learning	Curriculum links
Week 1		<u>PSHE:</u> 1. Being me in my world. Getting to know each other.	

		<ul style="list-style-type: none"> - I recognise my worth and can identify positive things about myself and my achievements, - I can set personal goals. - I know how to use my jigsaw journal. <p>Our nightmare school.</p> <ul style="list-style-type: none"> - I can face new challenges positively, make responsible choices and ask for help when I need it. <p>Our dream school.</p> <ul style="list-style-type: none"> - I understand why rules are needed and how they relate to rights and responsibilities. <p>Rewards and consequences.</p> <ul style="list-style-type: none"> - I understand that my actions affect myself and others and I care about other people's feelings. <p>Our learning charter.</p> <ul style="list-style-type: none"> - I can make responsible choices and take action. <p>Owning our learning charter.</p> <ul style="list-style-type: none"> - I understand my actions affect others and try to see things from their points of view. <p><u>RSE</u></p> <ol style="list-style-type: none"> 1. My feelings. <p>Pupils will identify their strengths and set aspirational goals for themselves, understanding how this contributes to high self-esteem.</p>	
Week 2	<p><u>French:</u> Numbers 1-10.</p> <p>Curriculum link: <u>Listen to spoken language.</u></p>	<p><u>Arts Week – Journey by Aaron Becker</u></p> <p><u>Art and drama:</u></p> <ol style="list-style-type: none"> 1. Magic crayons. <p>The children will begin by looking at the text's illustrations finding the different objects created by each child.</p> <p>Q – If you could have a magic crayon, what would you draw?</p> <p>Then, the children will mime drawing an object with a magic crayon and make it 'come to life.' After, they will work with another child to create something together (children to sketch their ideas so that they can review and revisit them later.)</p> <p>Soon after, the children will draw on their ideas from earlier to paint pictures using only black, white and shades of grey and add 'magic crayon' details in a single colour.</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • To create sketch books to record their observations and use them to review and revisit ideas. • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • About great artists, architects and designers in history.

		<p>Q – What adventures have you have had or are having?</p> <p>Children will write about their magic crayon under their own illustration.</p>	
Week 3	<p><u>French:</u> Days of the week.</p> <p>Curriculum link: Listen to spoken language.</p>	<p><u>History:</u> 1. To explore and inform others about the changes in Britain from the Stone Age to the Iron Age.</p> <p>The children will begin by identifying the first people to live in Britain and will learn about life in the Stone Age. They will create a timeline of the main events and explore a study of Skara Brae. After, they will explore how a human's life had changed from the Stone Age to the Bronze Age, understanding why copper mining was crucial to the people of the time.</p>	<p>Changes in Britain from the stone age to the iron age.</p> <ul style="list-style-type: none"> Late Neolithic hunter – gathers and early farmers, for example Skara Brae. Bronze age religion, technology and travel, for example Stonehenge. Iron Age hill forts: tribal kingdoms, farming, art and culture.
Week 4	<p><u>French:</u> Colours.</p> <p>Curriculum link: Listen to spoken language.</p>	<p><u>Art:</u> 1. To create a cave painting.</p> <p>The children will explore cave paintings answering the questions, how were they made and what did they represent? Then, they will create their own cave paintings using charcoal pastels.</p> <div data-bbox="598 734 980 855" data-label="Image"> </div> <p>and</p> <div data-bbox="1073 734 1253 943" data-label="Image"> </div> <p>produced stencils to</p> <p>During this time, they will explore art work by Banksy. They will see how he used support his work.</p> <p>They will use the art process of: Investigate -> Explore -> Practise -> Create -> Evaluate.</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history.
Week 5	<p><u>French:</u> Months of the year.</p> <p>Curriculum link: Listen to spoken language.</p>	<p><u>History:</u> 1. To explore and inform others about the changes in Britain from the Stone Age to the Iron Age.</p> <p>The children will recap their learning about the Stone Age and Bronze age. They will then explore Stonehenge. They will understand that it is made up of sarsens and bluestones and how they were laid out. They will</p>	<p>Changes in Britain from the stone age to the iron age.</p> <ul style="list-style-type: none"> Late Neolithic hunter – gathers and early farmers, for example Skara Brae. Bronze age religion, technology and travel, for example Stonehenge.

		<p>then create an information booklet about Stonehenge ensuring that they explain how, where, when and why it was built.</p> <p>After, they will explore the Iron Age and recognise how much life changed during this time and how we know about the change. Finally, they will draw conclusions from archaeological finds and explore a range of Iron Age objects.</p>	<ul style="list-style-type: none"> Iron Age hill forts: tribal kingdoms, farming, art and culture.
Week 6	<p>French: Birthdays.</p> <p>Curriculum link: Listen to spoken language.</p>	<p><u>Design and technology:</u></p> <p>1. To create a woolly mammoth for a museum display.</p> <p>The children will design, make and evaluate a woolly mammoth which can be used for a museum display about the stone age. They will think carefully about the materials they will use and the different techniques they will apply, for example layering paper.</p> <div style="display: flex; justify-content: space-around;">   </div>	<p>Design</p> <ul style="list-style-type: none"> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. <p>Evaluate</p> <ul style="list-style-type: none"> Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand how key events and individuals in design and technology have helped shape the world. <p>Technical knowledge</p> <ul style="list-style-type: none"> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures

			<ul style="list-style-type: none"> • Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] • Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] • Apply their understanding of computing to program, monitor and control their products.
Week 7	<p><u>French:</u> Greetings.</p> <p>Curriculum link: Listen to spoken language.</p>	<p><u>RE:</u> 1. Thinking about death.</p> <p>The children will begin by exploring the question, what do people believe about God? After, they will look at the joy and sorrow experienced through contact with living things and explore the value and meaning of ceremonies which mark milestones in life (particularly those associated with growing up and taking responsibility within a faith community.)</p> <p>Then, they will look at death as a natural part of life and look at the different religious/views of what happens after death. During this time, the children will consider the question, why do Christians see life as a journey and what significant experiences mark this?</p>	
Week 8	<p><u>French:</u> Revisit and revise this terms learning.</p> <p>Curriculum link: Listen to spoken language.</p>	<p><u>Music:</u> 1. To perform an ensemble song.</p> <p>The children will sing echoed phrases rhythmically and sustain an ostinato accompaniment on untuned instruments, based on a phrase from the song. After, they will perform an ensemble song with actions and accompaniments to an audience.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • Improvise and compose music for a range of purposes using the inter-related dimensions of music. • Listen with attention to detail and recall sounds with increasing aural memory. • Use and understand staff and other musical notations. • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • Develop an understanding of the history of music.