



## Medium Term Planning

Class: Webber.

Year: Three.

Teachers: Miss Cottee and Mrs Jones and Mrs. Hughes.

Autumn 2.



	WK1	WK2	WK3	WK4	WK5	WK6	WK7
<b>MATHEMATICS</b> Mathematics National Curriculum Aims: Fluency-Reasoning-Problem Solving.	Addition and subtraction of 3 digit numbers with re-grouping. Tens columns.	Addition and subtraction of 3 digit numbers crossing over into 100 column.	Addition and subtraction of 3 digit numbers crossing over into 100 column.	Multiplication and division. Recap on 2,5,10.	Multiplication and division. Learn 3,4,8 times tables and their inverse.	Multiplication and division. Recap on 2,5,10, 3,4,8.	Multiplication and division. Learn 3,4,8 times tables and their inverse.
<b>MENTAL MATHS</b>	Recalls and uses multiplication and division facts for the multiplication tables: three four, and eight. KPI.						
<b>ENGLISH</b>	<b>Stimulate and generate.</b> Immerse the children in Escape from Pompeii. Children to watch video and then record their thoughts. Dictation work using the blurb.	<b>Stimulate and generate.</b> Immerse the children in Escape from Pompeii. Children to watch video and then record their thoughts. Dictation work using the blurb. Focus on the first page. Discuss the techniques used.	<b>Capture, sift and sort</b> I can draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.	<b>Capture, sift and sort</b> I can discuss and record ideas (e.g. I can work with a partner or small group to plan writing, contributing my own and listen to and building on others' ideas and record them in notes or pictorial form for latuse).	<b>Capture, sift and sort</b> I can plan my writing by discussing writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar.	<b>Edit and evaluate.</b> I can evaluate and edit by assessing the effectiveness of my own and others' writing and suggest improvements.	<b>Poetry.</b> The volcano by Rainbow writing. I can discuss and record ideas.

VOCABULARY, GRAMMAR AND PUNCTUATION	I can use full stops, capital letters, exclamation marks and question marks which are mostly accurate.	I can use full stops, capital letters, exclamation marks and question marks which are mostly accurate.	I can introduce inverted commas to punctuate direct speech. KPI.	I can proof-read for spelling and punctuation errors. KPI	I can propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. KPI.	I can use conjunctions to express time place and cause e.g. when, before, after, while, so, because.	I can use prepositions in my writing.
SPELLINGS.	Creating adverbs using the suffix -ly (no change to root word)	Creating adverbs using the suffix -ly (root word ends in 'y' with more than one syllable)	Creating adverbs using the suffix -ly (root word ends in 'le')	Creating adverbs using the suffix -ly (root word ends in 'ic' or 'al')	Creating adverbs using the suffix -ly (exceptions to the rules)	Statutory Spelling Challenge Words	Review. Assess pupil's progress against the objectives that have been covered within this half-term.
HANDWRITING	I can increase the legibility, consistency and quality of my handwriting.	I can increase the legibility, consistency and quality of my handwriting.	I can increase the legibility, consistency and quality of my handwriting.	I can increase the legibility, consistency and quality of my handwriting.	I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
SCIENCE	I can recognise that soils are made from rocks and organic matter.	I can say how volcanoes are formed and how they erupt.	I can say how volcanoes are formed and how they erupt.	I can recognise that I need light to see things, and that dark is the absence of light.	I can investigate which surfaces reflect light. I can use a mirror to reflect light and explain how mirrors	I know that light from the sun can be dangerous and that there are ways we can protect our eyes.	I can investigate which materials block light to form shadows. I can find patterns when investigating how

					work.		shadows change size.
GEOGRAPHY	I can locate and name some of the world's most famous volcanoes.	I can describe how volcanoes are created. I can describe how earthquakes are created.	Describe and understand key aspects of physical geography, including: mountains, volcanoes and earthquakes.	I can describe how volcanoes have an impact on people's lives e.g. Pompeii	I can describe how the legacy of Pompeii has generated tourism today.		
PSHE/ RSE. Focus on relationships, independent thinking skills and emotional well-being.	<b>SCARF. Valuing difference. Friends and family.</b> Children will be able to: Recognise that there are many different types of family; Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'	<b>SCARF. Valuing difference. My community.</b> Children will be able to: Define the term 'community'; Identify the different communities that they belong to; Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.	<b>SCARF. Valuing difference. Respect and challenge.</b> Children will be able to: Reflect on listening skills; Give examples of respectful language; Give examples of how to challenge another's viewpoint, respectfully.	<b>SCARF. Valuing difference. Our friends and neighbours.</b> Children will be able to: Explain that people living in the UK have different origins; Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together.	<b>SCARF. Valuing difference. Our friends and neighbours.</b> Children will be able to: Explain that people living in the UK have different origins; Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together.	<b>SCARF. Valuing difference. Let's celebrate our differences.</b> Children will be able to: Recognise the factors that make people similar to and different from each other; Recognise that repeated name calling is a form of bullying; Suggest strategies for dealing with name calling (including talking to a trusted adult).	<b>SCARF. Valuing difference. Zeb.</b> Children will be able to: Understand and explain some of the reasons why different people are bullied; Explore why people have prejudiced views and understand what this is.
Computing	Keeping safe online.	<b>Word Processing Skills</b> I can use basic computer skills. I can align text. I can use bullets and	<b>Word Processing Skills</b> I can use basic computer skills. I can align text. I can use bullets and	<b>Word Processing Skills</b> I can use basic computer skills. I can align text. I can use bullets and	<b>Word Processing Skills</b> I can use basic computer skills. I can align text.	<b>Word Processing Skills</b> I can use basic computer skills. I can align text.	<b>Word Processing Skills</b> I can use basic computer skills. I can align text. I can use bullets and

		numbering. I can use the <ctrl> key I can insert and format text boxes.	numbering. I can use the <ctrl> key I can insert and format text boxes.	numbering. I can use the <ctrl> key I can insert and format text boxes.	I can use bullets and numbering. I can use the <ctrl> key I can insert and format text boxes.	I can use bullets and numbering. I can use the <ctrl> key I can insert and format text boxes.	numbering. I can use the <ctrl> key I can insert and format text boxes.
ART	Research different fireworks. Look at the range of colours. Create their own firework.	<b>Volcano art.</b> Research artists. Compare similarities and differences.	<b>Volcano art.</b> Experiment using different designs and media to cause effect - movement.	<b>Volcano art.</b> Experiment using different designs and media to cause effect - movement.	<b>Volcano art.</b> Experiment using different designs and media to cause effect - movement.	<b>Volcano art.</b> Experiment using different designs and media to cause effect - movement.	<b>Volcano art.</b> Evaluate and improve.
DESIGN TECHNOLOGY	<b>2D shape to a 3D product.</b> Children investigate a range of textile products that have a selection of stitches, joins, fabrics, finishing techniques, fastenings and purposes, linked to the product they will design, make and evaluate.	<b>Research</b> Children investigate a range of textile products that have a selection of stitches, joins, fabrics, finishing techniques, fastenings and purposes, linked to the product they will design, make and evaluate.	<b>Design</b> Children investigate a range of textile products that have a selection of stitches, joins, fabrics, finishing techniques, fastenings and purposes, linked to the product they will design, make and evaluate.	<b>Design</b> Children investigate a range of textile products that have a selection of stitches, joins, fabrics, finishing techniques, fastenings and purposes, linked to the product they will design, make and evaluate.	<b>Make</b> Children investigate a range of textile products that have a selection of stitches, joins, fabrics, finishing techniques, fastenings and purposes, linked to the product they will design, make and evaluate.	<b>Make</b> Children investigate a range of textile products that have a selection of stitches, joins, fabrics, finishing techniques, fastenings and purposes, linked to the product they will design, make and evaluate.	<b>Evaluate</b> Children investigate a range of textile products that have a selection of stitches, joins, fabrics, finishing techniques, fastenings and purposes, linked to the product they will design, make and evaluate.
MUSIC		Charanga Look at productions. Match girls Christmas. Little angel gets her wings. Five gold rings. Magical Christmas	Charanga Look at productions. Match girls Christmas. Little angel gets her wings. Five gold rings. Magical Christmas journey.	Charanga Look at productions. Match girls Christmas. Little angel gets her wings. Five gold rings. Magical Christmas	Charanga Look at productions. Match girls Christmas. Little angel gets her wings. Five gold rings.	Charanga Look at productions. Match girls Christmas. Little angel gets her wings. Five gold rings.	Charanga Look at productions. Match girls Christmas. Little angel gets her wings. Five gold rings. Magical Christmas

		journey.		journey.	Magical Christmas journey.	Magical Christmas journey.	journey.
RE	Angels and images.	Angels and images.	Angels and images.	Angels and images.	Angels and images.	Angels and images.	Angels and images.
Spanish	Revise. Rachel Hawkes scheme. To learn the key phonics vowel words.	To learn basic greetings and giving your name.	To understand and recall orally the numbers 1-10.	To understand and recall orally the numbers 1-10.	To ask how old someone is and give own age.	To know the remaining key phonics sounds words.	To practise and embed the phonics knowledge.
PE		Cricket and football. Cross country.					