



Year 3 Medium Term Plan Autumn 2 – Celebrating Differences

| | Week 1 W/B 30.10.22 | Week 2 W/B 6.11.22 | Week 3 W/B 13.11.22 | Week 4 W/B 20.11.22 | Week 5 W/B 27.11.22 | Week 6 W/B 4.12.22 | Week 7 & 8 W/B 11.12.22 |
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| Events / Info | | | 13.11.23: INSET 17.11.23: Anti bullying day. | | 29.11.23: Winter concert rehearsal | 5.12.23: Winter concert 9.12.23: Winter fair 5.12.23: 3LA & 3SM Science museum 3MS class assembly 7.12.23: 3NL & 3MS science museum | 14.12.23: Infant show |
| English <i>Harper and the Scarlet Umbrella</i> | Setting Description – WALT: use inspiration from the set text children to create their own “City of Breezes.” Working with synonyms of wind and blow. | Guided writing – WALT: how to create a storyboard and how to use the storyboard to write a narrative. | Extended Writing – WALT: write the beginning of a narrative. To introduce a character, the setting and the problem. | WALT: explore the structure of fantasy stories using the text and looking at other examples. | Guided Writing – WALT: plan and write the beginning of a fantasy narrative. To introduce a fantasy character (villain) and fantasy objects/animals. To create a problem. | Independent Extended Writing – To write the beginning of a fantasy narrative. To introduce a fantasy character (villain) and fantasy objects/animals. To create a problem. | Poetry linked to rain and wind Speaking and Listening WALT: perform with expression and clarity. |
| Grammar | Time prepositions as fronted adverbials. Use of a comma. | Commas for lists in expanded noun phrases. | Direct Speech using questions with question marks and exclamations with exclamation marks. | Co-ordinating conjunctions with a focus on but, yet, so and because. | Co-ordinating conjunctions continued. | Review of commas in a list and fronted adverbials using place prepositions. | Review of spelling patterns for Autumn 1 & 2. |

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| Reciprocal Reading | Focus Text: Harper and the Scarlet Umbrella Prediction | Focus Text: Harper and the Scarlet Umbrella Questioning (Inference) | Focus Text: Harper and the Scarlet Umbrella Summarising | Focus Text: Harper and the Scarlet Umbrella Summarising | Reading Assessments | Focus Text: Harper and the Scarlet Umbrella Summarising | Focus Text: Harper and the Scarlet Umbrella Questioning (Inference and Retrieval) |
| Maths <i>Four main operations</i> | WALT: Add and subtract two numbers (no exchange) WALT: Add two numbers (across 10) | WALT: Add two numbers (across 100) WALT: Subtract two numbers (across 10) | WALT: Subtract two numbers (across 100) WALT: Add and subtract a 2-digit and 3-digit number | WALT: Subtract a 2-digit from and 3-digit number WALT: Estimate answers WALT: Solve inverse operations | WALT: Explore equal/ unequal groups WALT: Solve multiplication equations using arrays WALT: Solve multiplication equations using a place value grid | WALT: Practice counting in multiples of 2,5 and 10 WALT: Solve division equations using arrays WALT: Solve division equations using bar models | WALT: Multiply and divide by 3, 4 and 8 WALT: Solve division equations with remainders |
| Science <i>Forces including Magnets</i> | WALT: know that pushes and pulls are forces. | WALT: know that friction is a force. To investigate friction on different surfaces. | WALT: know that magnets create a magnetic force. To investigate which materials are magnetic. | WALT: investigate the strength of different magnets. | WALT: understand the terms 'pole', 'attract' and 'repel' in relation to magnets. To investigate when magnets attract and repel each other. | Science Museum Outing. | Review of Topic. Magnet challenges. |
| Computing <i>We are presenters</i> | WALT: research our RE topic of Christmas' meaning. | WALT: find background images to illustrate a presentation. | WALT: rehearse the spoken part of the presentation, ensuring that it works well the chosen images. | WALT: record/film each of the individual presentations against a green screen background. | WALT: record/film each of the individual presentations against a green screen background. | WALT: use iMovie to edit the recorded footage and background images. | WALT: review the presentations and give feedback to others. |
| Geography <i>United Kingdom/ Map Skills</i> | WALT: use symbols, map keys and grid squares to read maps. | WALT: name and locate the UK's major cities and landmarks. | WALT: name the Home Counties. (The counties around Greater London). | WALT: understand Land use patterns in the UK. Identify national parks in the UK. | WALT: recognise UK landscapes. Hills, coasts, rivers. Follow up research homework about UK | WALT: explore the UK's natural resources (including how and where we get energy). | Review of Topic – WALT: recognise human and physical features of the UK landscape. |

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| | Revision: the seas surrounding the four countries of the UK. | Follow up research homework. | | | mountains and rivers. | | |
| R.E. Christianity <i>Key Question: Has Christmas lost its true meaning?</i> | WALT: Know how different people celebrate Christmas. | WALT: understand the religious meaning of Christmas. The Nativity Story. | WALT: To understand symbolism in the Christmas story | WALT: compare religious and secular Christmas cards. | WALT: analyse the meaning of a popular Christmas carol. | WALT: reflect on the meaning of Christmas to Christians. - Is religion the most important influence and inspiration in everyone's life? | WALT: to compare Christmas with important festivals in our own religions and what these mean to us. |
| PSHE Celebrating difference | WALT: understand that all families are different. | WALT: know how to resolve disagreements when we have different opinions. To recognise how disagreements make me feel. | WALT: know what to do if you see someone being bullied. To know what bullying is and to recognise how it feels to be bullied. | WALT: recognise that some words are used in hurtful ways try hard not to use hurtful words | WALT: Celebrating each other. know how to give and receive compliments. | Celebrating our differences. What makes us unique? | WALT: understand the importance of respecting different opinions. To know how to disagree politely. |
| Design & Technology Moving Monsters | WALT: To investigate a variety of familiar objects that use air to make them work. | WALT: To investigate techniques for making simple pneumatic systems. | WALT: To be able to gather ideas for creating moving monsters. | WALT: To be able to design a monster including a moving pneumatic system | WALT: To be able to make a monster with a moving pneumatic part. | WALT: To be able to evaluate a finished product. | |
| P.E. Indoor Ball Skills | WALT: develop confidence and accuracy when tracking a ball. | WALT: develop confidence and accuracy when tracking a ball. | WALT: develop dribbling skills with hands and feet. | WALT: develop catching skills using one and two hands. | WALT: explore and develop a variety of throwing techniques. | WALT: use tracking, sending and dribbling skills with feet. | WALT: apply fundamental skills to a variety of challenges. |
| P.E. Outdoor OAA | WALT: develop co-operation and teamwork skills. | WALT: develop trust and teamwork. | WALT: involve all team members to work towards a shared goal. | WALT: develop trust whilst listening o others and following instructions. | WALT: be able to identify objects, draw and follow a simple map. | WALT: draw a route using directions, orientate a map and navigate around a grid. | |

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| Music <i>Rhythmic patterns/singing</i> | To learn a song and add rhythmic accompaniment | To create vocal rhythmic phrases for a poem | To perform a poem combining rhythmic and melodic instrumental accompaniment | To learn two Christmas songs focusing on pitch and rhythmic accuracy and phrasing | To learn a new Christmas song and accompany with rhythmic ostinati | To memorise Christmas songs and focus on performing skills | |
| French | Learning about pencil case items | Extending the vocabulary to school bag items | Revising colours and learning about adjective agreement (masculine and feminine) | Learning about the verb to have in the first, second and third person | Reinforce the verb to have in present tense. Introduce the negative form. | Combining everything we've learnt so far (including colours) to make a role play | Start a display work about school bags and pencils using the vocabulary and phrases learnt this term |