

Subject	Week 1 01.11.21	Week 2 8.11.21	Week 3 15.11.21	Week 4 22.11.21	Week 5 29.11.21	Week 6 06.12.21	Week 7 13.12.21
English	<p style="text-align: center;"><u>Fiction - Characterisation (3 weeks)</u></p> <p>Explore character through images and text, e.g. Mr Twit. Use interesting vocabulary to describe some of the character's features, appearance and personality. Make a change to the character description, e.g. change in look or personality. Create their own character through use of images and props - describing their character's features, appearance and personality.</p>			<p style="text-align: center;"><u>Writing and Performing a Play (3 weeks)</u></p> <p>Explore features of a play. Read, act and write out a short scene from a play which includes the features of a play. Rewrite a known play adding in changes to stage directions for example. Write and perform their own short play based on an everyday scene/familiar story.</p> <p style="text-align: center;"><u>Assessments</u></p> <p style="text-align: center;">Autumn Pira Reading Assessment. GAPS Assessment.</p>			
SPAG	<p><u>During the half-term, we will cover:</u></p> <ul style="list-style-type: none"> • Nouns, verbs, adjectives and adverbs • Using the determiners 'a' and 'an' • Prefixes such as anti, auto, semi, mis, etc • Using conjunctions in sentence writing • Word Families • Direct speech and inverted commas 						
Spellings	Homophones and suffixes: -ment, -ness, -ful	Prefixes: mis- and re-	Prefixes: mis- and re- Statutory spellings	/I/ sound spelt y	Proofreading	Statutory spelling and /g/ sound spelt '-gue' and /k/ sound spelt and '-que'	Assessment
Maths	<u>Addition and subtraction (3 days)</u> Addition and subtraction of 3-digit numbers including exchange and regrouping	<u>Addition and subtraction</u> Estimate answers, including matching numbers to near numbers. Check answers, including using inverse calculations.	<u>Multiplication and division</u> Step 1: multiplication - equal groups Step 2: multiplying by 3 Step 3: dividing by 3 Step 4: the 3 times-tables	<u>Multiplication and division</u> Step 5: multiplying by 4 Step 6: dividing by 4 Step 7: the 4 times-tables	<u>Multiplication and division</u> Step 8: multiplying by 8 Step 9: dividing by 8 Step 10: the 8 times-tables	Consolidation	Assessment
Science Forces and Magnets	Children complete: what we know, what we want to learn To compare how things move on different surfaces	To notice that some forces need contact between two objects, but magnetic forces can act at a distance To observe how magnets attract or repel each other and attract some materials	To describe magnets as having two poles To predict whether two magnets will attract or repel each other, depending on which poles are facing	To compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials	To plan a fair test to determine the strength of a magnet.	To investigate the strength of magnets To explain the conclusion of an investigation from a set of results.	Assessment of unit

		and not others					
R.E	<u>How does the bible reveal God's plan?</u>				<u>What would Jesus think about Christmas today?</u>		
	<u>Enquire and Explore</u> Children to create a class timeline with different stories from the Bible (Old and New Testament). Focus on the Old Testament story 'Daniel and the Lions' den'. Who rescued Daniel? Is this story important? Why?	<u>Enquire and Explore</u> Children to read and focus on the New Testament story 'Jesus and the Paralysed Man'. Who rescued him? Why is this story important? How does it compare with Daniel's story?	<u>What is God's plan?</u> Explore sections of the Bible that show God's plan. What do the stories shared and these sections if the Bible tell us. Which is the most important story and why?	<u>Evaluate</u> Select evidence that shows God's plan from the Bible and represent it in some way. E.g. through a letter or through art.	<u>Symbols of Christmas</u> Sort objects associated with Christmas to show which do / do not have a connection with the Christmas story. What events will be held at the local Church to celebrate Christmas? Explore why Jesus came to earth using Luke 4: 18-21 and John 3:16 - Jesus' ministry and the promise of eternal life.	<u>What might Jesus say about Christmas?</u> Look at images of Christmas being celebrated. Children are to imagine they are going to be able to interview Jesus about the different ways Christmas is celebrated e.g. families getting together, buying gifts, Father Christmas, singing songs, food and parties. They are to prepare what answers they think he might give.	<u>The longer lasting gift.</u> Look at alternative Christmas gifts such as those sold by Cafod. Children will be presented with a present box. What gifts could they place in the box that represent the true meaning of Christmas? Why would they place these particular gifts? Would they change anything about the way Christmas is celebrated?
Geography Local Area- Chertsey	To identify human and physical features in the school environment. To label a map of the school site and list human and physical features within the school environment.	To locate Chertsey within the UK and Surrey. Using maps/atlas locate the UK, then Surrey, then Chertsey. Class Trip to Chertsey Museum - exploring Chertsey and the history of the Abbey,	To place Chertsey Abbey on a timeline of historical events. Gather and record information about Chertsey and the Abbey. Identify human & physical features in Chertsey. How do they compare to Thorpe?	To recognise the Abbey's importance in the development of Chertsey. Investigate the history of Chertsey Abbey and its influence on Chertsey. Create an informative ppt about the abbey.	To recognise the Abbey's importance in the development of Chertsey. Investigate the history of Chertsey Abbey and its influence on Chertsey. Create an informative ppt about the abbey.	To begin to recognise the importance of the River Thames in the development of Chertsey. How was and is the River Thames important to Chertsey?	To recognise the physical and human features of Medieval and Modern Chertsey. Explore land use and how these have changed over time using maps. How will these changes have affected Chertsey?
DT:	Creating a cam toy. Investigating different cam shapes and accurately measuring and constructing a cam toy.						
PSHE Jigsaw		1. Families I understand that everybody's family is different and important to them	2. Family conflict I understand that differences and conflicts sometimes happen among family members	3. Witness and feelings I know what it means to be a witness to bullying	4. Witness and solutions I know that witnesses can make the situation better or worse by what they do	5. Words that harm I recognise that some words are used in hurtful ways	6. Celebrating difference: compliments I can tell you about a time when my words affected someone's feelings and what the consequences were

							Assessment Opportunity
Music Glockenspiel Stage 1:	Notes: E, D Pulse and music notation	Notes: D and E Pulse and music notation	Notes: C and D Pulse and music notation	Notes: D, E, F Pulse and music notation	Notes: C, D, E, F Pulse and music notation	Notes: C, D, E, F Pulse and music notation	
Computing IProgram		<p>iMove To program an animation that executes a sequence of statements.</p> <p>Children to make a Sprite moved in different directions around the screen. Explore 'repeat' and speed of movements.</p>	<p>iExplore To understand that computer programs containing graphics use x and y coordinates and turns measured in degrees.</p> <p>Children to move their Sprite using x and y coordinates to change and make it turn direction. Explore the 'glide' block.</p>	<p>iAnimate To program a sequence of statements that create visual effects.</p> <p>Children are to change the costume of a Sprite which will need to include a 'wait time'. Experiment with changing background.</p>	<p>iMake Music To record & import sound into programs. To understand that algorithms & programs can involve repetition.</p> <p>Children to make their Sprite dance and add pre-recorded music to the sequence of movements.</p>	<p>iShape Up To predict the outcome of a simple algorithm. To use a repeat function to draw a 2D shape.</p> <p>Children to draw shapes using the pen tool and the 'repeat' function.</p>	<p>iCreate To import pictures. To combine images, sounds and movement to create a personal animation.</p> <p>Children to download images that mean something to them from the internet. They then create an animation using skills learnt previously.</p>
P.E. Stone Age Dance	<p>Children will be able to explore various shapes, still positions, locomotive and non-locomotive movements.</p> <p>Children will be able to work as part of a group to collaborate and develop ideas to create a dance phrase with a beginning and ending position.</p> <p>Children will observe the work of their peers and give feedback using simple dance vocabulary with teacher guidance.</p>	<p>Children will be able to respond to teacher instruction and demonstration to learn and perform the teacher-led choreography. Children will be able to observe the work of their peers and give simple dance feedback with teacher guidance.</p>	<p>Children will learn and perform dance moves.</p> <p>Children will perform the completed choreography.</p> <p>Children will perform a jump of their choice demonstrating a good take-off and landing.</p> <p>Children will observe and self-evaluate their own performance as well as observing the work of their peers and give simple dance feedback with teacher guidance.</p>	<p>Children will explore a range of still shapes and positions based on visual stimulus.</p> <p>Children will be able to create a simple dance phrase based on the visual stimulus of cave paintings.</p> <p>Children will observe the work of their peers and give simple dance feedback with teacher guidance.</p>	<p>Children will respond to rhythmical patterns using a variety of movements.</p> <p>Children will use body percussion to perform rhythmical patterns.</p> <p>Children will create a simple dance phrase using rhythm and movement response.</p>	<p>Children will be respond to rhythmical patterns using a variety of movements.</p> <p>Children will work as part of a group to create a dance phrase based on the movement stimulus of turning, rotation, shape, floor pattern and travel and will demonstrate an awareness of choreographic devices.</p> <p>Children will observe the work of their peers and give feedback using simple dance vocabulary with teacher guidance.</p>	

Year 3 Medium Term Plan
Autumn 2 2021

MFL		<p>Rigolo</p> <p>Unit 1</p> <p>Lesson 5</p> <p>Learn numbers 1-10 and count from 1-10 in French.</p>	<p>Rigolo</p> <p>Unit 1</p> <p>Revision</p>	<p>Rigolo</p> <p>Unit 2</p> <p>Lesson 1</p> <p>Identify the name of some classroom objects.</p>	<p>Rigolo</p> <p>Unit 2</p> <p>Lesson 2</p> <p>Identify the name of some colours and describe an object's colour.</p>	<p>Rigolo</p> <p>Unit 2</p> <p>Lesson 3</p> <p>Say your age in response to the question 'How old are you?'</p>	<p>Rigolo</p> <p>Unit 2</p> <p>Lesson 4</p> <p>Recognise, repeat and follow through some classroom Instructions</p>