

**Medium Term Plan – Autumn 1– Year 3**

**Core Text: Journey**

**Topic: Urban Pioneers**

	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<b>Maths Teaching and Learning</b>	Recognise and represent the place value of each digit up to 1000	Find 1, 20 and 100 more than any given number. Compare and order numbers	Add and subtract numbers with up to 3 digits using the formal written methods of columnar addition and subtraction where appropriate.	Add and subtract numbers with up to 3 digits using the formal written methods of columnar addition and subtraction where appropriate.	Find measurements of length, mass and volume	Compare and order measurements of length, mass and volume
<b>Text Type</b>	Diary entry			Narrative (continuation, what happened text)		
<b>Reading Domains</b>	<p>To know how to use a dictionary to find the meaning of unfamiliar words. (2a)</p> <p>To know how to infer a character's emotion from the information provided (2d)</p>	<p>To develop the skill of inferring a character's emotion from the information provided (2d)</p> <p>To develop the skill of inferring a character's emotion from the information provided (2d)</p> <p>To develop the skill of inferring a character's</p>	<p>To know how to retrieve key information from a text (2b)</p> <p>To develop the skill of predicting what might happen using details from the text. (2e)</p> <p>To develop the skill of inferring a character's</p>	<p>To know how to ask effective questions to improve your understanding of a text. (2d)</p> <p>To develop the skill of using a dictionary to find the meaning of unfamiliar words. (2a)</p>	<p>To develop the skill of asking effective questions to improve my understanding of a text. (2d)</p> <p>To develop the skill of predicting what might happen using details from the text. (2e)</p>	<p>To develop the skill of asking effective questions to improve my understanding of a text. (2d)</p> <p>To develop the skill of locating key information within a text (2b)</p> <p>To develop the skill of predicting what</p>

	To understand how to predict what might happen using details from the text. (2e)	emotion from the information provided (2d)	emotion from the information provided (2d)	To know how to locate key information within a text (2b)	To know how to summarise key events from a text (2c)	might happen using details from the text. (2e)
<b>T4W Stage</b>	Imitation	Innovation	Invention	Imitation	Innovation	Invention
<b>Grammar and Punctuation (Active English)</b>	a/an	Adverbial phrases	Commas	Prepositions (fronted adverbials)	Conjunctions/ Sentence types	Speech and speech related punctuation
<b>Spelling</b>	Unit 1	Unit 1	Unit 2	Unit 2	Unit 3	Unit 3
<b>Terminology (technical vocabulary)</b>	Diary, perspective, first person, paragraph, emotive, determiner	Diary, perspective, first person, paragraph, emotive, adverb, adverbial, phrase, clause	Diary, perspective, first person, paragraph, emotive, comma, adverbial phrase	Narrative, opening, setting, describe, character, build-up, dilemma, reaction, resolution, speech, inverted comma, reporting clause	Narrative, opening, setting, describe, character, build-up, dilemma, reaction, resolution, conjunctive adverb, sequence, cohesion	Narrative, opening, setting, describe, character, build-up, dilemma, reaction, resolution, subordination, conjunction, main clause, subordinate clause
<b>Greater Depth SC</b>	I can create an impact on the reader with my adjective and verb choices	I can use adverbial phrases in various places within sentences, explaining the impact of my choices.	I can use adverbial phrases in various places within sentences, explaining the impact of my choices.	I can use 'show, not tell' to imply emotion of characters.	I can use vary my use of fronted adverbials to sequence my work	I can use a range of conjunctions within my writing to create cohesion.
<b>SEND SC</b>	I can write consistently in the first person.	I can use appropriate adverbs to begin my sentences.	I can consistently use a comma after a fronted adverb.	I can use inverted commas to open and close speech.	I can use conjunctive adverbs from a word bank to	I can use 'when', 'because' and 'as' to join clauses.



					sequence my work.	
<b>Handwriting</b>	ation	ation	Ch (c)	Ch (c)	Ch (sh)	Ch (sh)
<b>Rainbow Grammar (where appropriate)</b>	Determiners	Adverbs	Commas	Prepositions	Conjunctions	Speech
<b>Cross-curricular Writing Opportunities</b>	<p style="text-align: center;"><b>Maths:</b>  <b>Science:</b> Independent experiment, Poem on sun safety  <b>History:</b> Local history – newspaper report  <b>Geography:</b> City comparison  <b>RE:</b> Information text            Art: Artist study – Keith Haring  <b>Design and Technology:</b> N/A  <b>PSHE/SMSC:</b> N/A  <b>Computing:</b> poster for staying safe online  <b>Music:</b> N/A</p>					
<b>Science Objectives</b>				<p><b>Light – reflective investigation</b></p> <p>To know that light is needed in order to see things. A1            To understand that darkness is the absence of light. A1</p> <p>To understand how to ask relevant questions. A1</p>	<p><b>Sun Safety - Poem</b></p> <p>To know that that light is reflected from surfaces. A2</p> <p>To understand that light from the sun can be dangerous. A3</p> <p>To understand that there are ways to protect against the sun's rays. A3</p>	
<p><i>Working Scientifically</i> E1, E3, E3</p> <p><i>Light</i> A1, A6, A7, A8</p>						



				<p>To know how to report on findings from enquiries. A6</p> <p>To know how to draw simple conclusions and suggest improvements, new questions and predictions. A7</p> <p>To know how to identify differences, similarities or changes. A8</p>		
<p><b>History Objectives</b></p> <p><i>Knowledge and Understanding</i> B1</p> <p><i>Organise, Evaluate and Communicate information</i> C1</p> <p><i>Historical Understanding</i> D1</p>			<p><b>Local Historical Study – chronology of local history</b></p> <p>To know some of the main events, people and changes from the past. B1</p> <p>To develop the skill of communicating ideas about the past using different genres of writing, drawing, diagrams, data handling,</p>	<p><b>Local Historical Study – chronology of local history</b></p> <p>To know reasons for the main events and changes D1</p> <p>To develop the skill of using a variety of documents as evidence about the past. E1</p>		



<p><b>Historical Enquiry</b> <i>E1</i></p>			<p>drama, role play and using ICT. <i>C2</i></p>			
<p><b><u>Geography objectives</u></b></p> <p><b>Geographical Skills and Fieldwork</b> <i>A1, A2, A3</i></p> <p><b>Place Knowledge</b> <i>D1</i></p>		<p><b>Local geographical features</b></p> <p>To know how to use correct geographical words to describe a place and the things that happen there. <i>A1</i></p> <p>To know basic OS symbols. <i>A2</i></p> <p>To know how to use maps and atlases appropriately. <i>A3</i></p> <p>To understand why a locality has certain physical features. <i>D1</i></p>				
<p><b><u>Religious Education objectives</u></b></p> <p><b>Personal Resonance</b> <i>A1</i></p> <p><b>Knowledge and Understanding</b> <i>B1</i></p> <p><b>Evaluation and Critical thinking</b> <i>C1</i></p>						<p><b>Hinduism – Diwali</b></p> <p>To understand how to identify the groups we belong to <i>A1</i></p> <p>To understand how Hindus, celebrate Diwali <i>B1</i></p> <p>To understand how celebrating Diwali may create a sense of belonging <i>C1</i></p>



<p><b><u>Art objectives</u></b></p> <p><b>Computer Art</b> <i>D1, D2</i></p> <p><b>Responding to artists, art and designers</b> <i>E1</i></p>	<p><b>Graffiti – Keith Harrington</b></p> <p>To know how to use IT programs to create a piece of art. <i>D2</i></p> <p>To know how to use printed digital images and combine with other media to produce artwork. <i>D1</i></p> <p>To develop the skill of identifying the techniques used by different artists and make notes in my sketchbook. <i>E1</i></p>					
<p><b>Design and Technology Objectives</b></p>	<p><b>NA</b></p>	<p><b>NA</b></p>	<p><b>NA</b></p>	<p><b>NA</b></p>	<p><b>NA</b></p>	<p><b>NA</b></p>
<p><b>PSHE objectives</b></p>	<p>New start – class choice</p>	<p>I can understand why we have rules</p>	<p>I can understand and demonstrate cooperation and collaboration</p>	<p>I can understand the difference between safe and unsafe secrets</p>	<p>I can understand the words danger and risk and explain the difference</p>	<p>I know how images in the media don't always reflect reality</p>



<p><b>Computing Objectives</b></p> <p><i>E-Safety</i> A1, A3, A3, A4, A5, A6</p>	<p>To know how to use technology safely, respectfully and responsibly. A1</p>	<p>To recognise acceptable/unacceptable behaviour. A2</p>	<p>To identify a range of ways to report concerns about content and contact. A3</p>	<p>To understand that the Internet contains fact, fiction and opinions and begin to distinguish between them. A4</p>	<p>To understand what personal information should be kept private. A5</p>	<p>To know that passwords keep information secure and that they should be kept private. A6</p>
<p><b>Music Objectives</b> A1, B1, B2, D1, D2, D3. <b>Environment</b> <b>Musical focus:</b> <b>Composition</b> <b>Cross-curricular:</b> <b>Geography</b></p>	<p>To know how to select descriptive sounds to accompany a poem. B1</p>	<p>To know how to create a musical re-telling of a poem. A1</p>	<p>To develop the skill of singing in a two-part harmony. D1</p>	<p>To know how to explore timbre to create a descriptive piece of music. B2</p>	<p>To understand how to sing a song with expression. D2</p>	<p>To know how to combine chants and sounds pictures in a class performance in rondo structure. D3</p>