

Autumn Term Medium Term Planning Yr 3 2018 (First Half) NEW NATIONAL CURRICULUM

-New National Curriculum is in bold

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Numeracy	<p>White Rose Maths</p> <p>Block 1 :Number Place Value</p> <ul style="list-style-type: none"> • Identify, represent and estimate numbers using different representations. • Find 10 or 100 more or less than a given number • Recognise the place value of each digit in a three- digit number (hundreds, tens, ones) • Compare and order numbers to 1000 • Read and write numbers up to 1000 in numerals and in words • Count from 0 in multiples of 4, 8 50 and 100 • Solve number problems and practical problems involving these ideas. 					<p>Block 2 Addition and subtraction.</p> <ul style="list-style-type: none"> • Add and subtract numbers mentally, including: a three digit number and ones; a three digit number and tens; a three digit number and hundreds. • Add and subtract numbers with up to three digits using formal written methods columnar addition and subtraction. • Estimate the answer to a calculation and use inverse operations to check answers. • Solving problems, including missing number facts, place value, and more complex addition and subtraction. 	
Literacy	<p>Spoken language</p> <p>Reading- word</p> <ul style="list-style-type: none"> - apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet - read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. <p>Reading - Comprehension</p> <ul style="list-style-type: none"> - develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes - using dictionaries to check the meaning of words that they have read - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - identifying themes and conventions in a wide range of books - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action - discussing words and phrases that capture the reader's interest and imagination - recognising some different forms of poetry [for example, free verse, narrative poetry] - understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context - asking questions to improve their understanding of a text - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - predicting what might happen from details stated and implied - identifying main ideas drawn from more than one paragraph and summarising these - identifying how language, structure, and presentation contribute to meaning - retrieve and record information from non-fiction - participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say <p>Spelling</p> <ul style="list-style-type: none"> - use further prefixes and suffixes and understand how to add them (English Appendix 1) - spell further homophones 						

- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

Handwriting

- 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
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Writing – composition

- plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas
- 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 (English Appendix 2)
- organising paragraphs around a theme
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Writing-vocabulary, grammar and punctuation

- develop their understanding of the concepts set out in English Appendix 2 by:
- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for years 3 and 4 in English Appendix 2

indicate grammatical and other features by:

- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Spoken language

- discussing words and phrases that capture the reader's interest and imagination

Reading Comprehension

- identifying how language, structure, and presentation contribute to meaning

Spelling

- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]

Writing vocabulary, grammar and punctuation

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although

Spoken Language

- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- recognising some different forms of poetry [for example, free verse, narrative poetry]

Reading comprehension

- develop positive attitudes to reading and understanding of what they read by: listening to and

	<p>Writing composition</p> <ul style="list-style-type: none"> - in narratives, creating settings, characters and plot - organising paragraphs around a theme <p>Year 3 Basic Skills</p>	<p>discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Writing composition</p> <ul style="list-style-type: none"> - read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. <p>Persuasive adverts- Holiday leaflets</p>
<p>Computing</p>	<p>We are programmers</p> <ul style="list-style-type: none"> • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • select, use and combine a variety of software • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 	
<p>IPC Includes: Science History Geography Art Music D & T</p>	<p>Gateways to the world</p> <p>In Geography we'll be finding out:</p> <ul style="list-style-type: none"> • About the connections we have with different places in the world • About the places that we can travel to from our local airport • About the jobs that people do in an airport • About the jobs people do on an airplane • How to plan an airport • How airport expansion can affect the environment • How weather can affect air travel <p>In Art, we'll be finding out:</p> <ul style="list-style-type: none"> • About different airline logos and designs • How to create our own airline logo • How to create a sculpture to represent 'flight' <p>In ICT & Computing, we'll be finding out:</p> <ul style="list-style-type: none"> • How to create our own airline tickets • How to create an airline database • How to program our own airplane game <p>In Technology, we'll be finding out:</p> <ul style="list-style-type: none"> • How to plan and design an in-flight entertainment pack 	

	<ul style="list-style-type: none"> • How to make and evaluate an in-flight entertainment pack <p>In Society, we'll be finding out:</p> <ul style="list-style-type: none"> • About the jobs people do in an airport • About the jobs people do on an airplane <p>In International, we'll be finding out:</p> <ul style="list-style-type: none"> • About the use of passports and visas around the world
Science	<p>Light (not part of IPC)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • recognise that they need light in order to see things and that dark is the absence of light • notice that light is reflected from surfaces • recognise that light from the sun can be dangerous and that there are ways to protect their eyes • recognise that shadows are formed when the light from a light source is blocked by a solid object • find patterns in the way that the size of shadows change
Music	<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
PE	<p>Invasion Games (Outdoor)</p> <ul style="list-style-type: none"> • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending <p>Gymnastics (Indoor)</p> <ul style="list-style-type: none"> • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns
Languages	<p>Numbers, colours and introductions.</p> <p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>
PSHE/Citizenship/SEAL	<p>We're all Stars</p> <ul style="list-style-type: none"> ○ Create classroom rules and expectation. ○ Becoming a good learner. ○ Identifying personal gifts and talents ○ Explore feeling when starting something new. ○ Working cooperatively ○ Communication skills - Express ideas and opinions

RE Devon Agreed Syllabus	RE this term will be focussing on Christianity and Hinduism with a view to investigating 'Beliefs and Questions' and 'Teaching and Authority'
Environmental Work	Maintaining the allotted area of the school grounds. Using the outdoor school environment where possible to enhance lessons and lesson objectives. Each class has an eco councillor who meets weekly to discuss environmental issues in school.
Cultural Awareness	To learn about the tradition and culture within our host country; America