

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

Subject	Week 1	Week 2	Week 3	Week 4	Week5	Week 6	Week 7
Numeracy	<p><u>Block 2 Addition and subtraction.</u></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. <ul style="list-style-type: none"> • Solving problems, including missing number facts, place value, and more complex addition and subtraction 			<p><u>Block 3 Multiplication and Division</u></p> <ul style="list-style-type: none"> • Count from 0 in multiples of 4, 8, 50 and 100 • Recall and use multiplication facts for the 3,4 and 8 multiplication tables • Write and calculate mathematical statements for multiplication and division using the multiplication tables they know • Solving problems, including missing number facts, place value, and more complex multiplication and division 			
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 <p>Handwriting</p> <ul style="list-style-type: none"> - 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

Writing composition

- in narratives, creating settings, characters and plot
- organising paragraphs around a theme

Narrative writing- descriptive settings

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 discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

Writing composition

- 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.

Explanation text. How to make chocolate

<p>Computing</p>	<p><u>We are bug fixers</u></p> <ul style="list-style-type: none"> • Debug programs that accomplished specific goals • Use sequence selection and repetition in programs, work with variables and various forms of input and output • 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>In Geography, we'll be finding out:</p> <ul style="list-style-type: none"> • Where cacao trees are found • About the factors affecting the growth of cacao trees • About other cash crops <p>In History, we'll be finding out:</p> <ul style="list-style-type: none"> • Who first discovered chocolate • Who took the first chocolate to Europe • About the importance of cocoa beans for trade <p>In Science, we'll be finding out:</p> <ul style="list-style-type: none"> • About the ingredients in chocolate • If chocolate causes tooth decay • Why chocolate wrappers are made from special materials • What the melting point of chocolate is <p>In Technology, we'll be finding out:</p> <ul style="list-style-type: none"> • How to make our own chocolate • What we can add to chocolate <p>In Art, we'll be finding out:</p> <ul style="list-style-type: none"> • How to design a wrapper for our chocolate bar <p>In International, we'll be finding out:</p> <ul style="list-style-type: none"> • What fair trade chocolate is • What other fair trade products there are • How important chocolate is

Science	<p>Plants</p> <ul style="list-style-type: none"> • identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant • investigate the way in which water is transported within plants • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal
Music (not through IPC)	<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) Gymnastics (Indoor)</p> <p>They should enjoy communicating, collaborating and competing with each other.</p> <ul style="list-style-type: none"> - use running, jumping, throwing and catching in isolation and in combination - 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>To develop flexibility, strength, technique, control and balance</p> <ul style="list-style-type: none"> - perform dances using a range of movement patterns
Languages	<p>Calendar- days and months</p> <ul style="list-style-type: none"> - listen attentively to spoken language and show understanding by joining in and responding - explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words - 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.
PSHE/Citizenship /SEAL	<p>Be friendly be wise</p> <ul style="list-style-type: none"> • Making and sustaining friendships • Conflict resolution • Anti bullying • Keeping safe at home and online
RE Devon Agreed Syllabus	<p>RE this term will be focussing on Christianity and Hinduism with a view to investigating 'Beliefs and Questions' and 'Teaching and Authority'</p>
Environmental Work	<p>Maintaining the allotted area of the school grounds. Using the outdoor school environment where possible to enhance lessons and lesson objectives.</p> <p>Each class has an eco councillor who meet weekly to discuss environmental issues in school.</p>
Cultural Awareness	<p>To learn about the tradition and culture within our host country: USA</p> <p>National link to be created between another primary school in preparation for Spring Term</p>