



Medium Term Planning 2022-2023

Year Group: 3
Term: Autumn



RE
 People
 Called
 Gift
 Judaism – Synagogue
 To ask and respond to questions about their own and others' experiences and feelings.
 To ask questions about what they and others wonder.
 To retell a narrative that is accurate in detail and sequence.
 To describe with increasing detail and accuracy a range of religious beliefs.
 To make links between beliefs and worship, giving reasons for actions and symbols.
 To use a range of religious vocabulary. To make links to show how feelings and beliefs affect my behaviour and that of others.
 To begin to compare their own and other people's ideas about the gift of love and friendship and realise that these questions are difficult to answer.

English
 Class Novels: The Hundred Mile-An-Hour Dog by Jeremy Strong, , Charlie and the Chocolate Factory by Roald Dahl
 Picture books – Stone Age Boy by Satoshi Kitamura
 Reading –
 Whole class guided reading - linked to class novel.
 Whole class guided reading – Ashley Booth
 To identify and summarise the main ideas drawn from more than one paragraph.
 To listen to and read a wide range of fiction, poetry, plays, non-fiction and reference books.
 To draw inferences about feelings, thoughts and motives.
 To use evidence to justify inferences.
 Writing – basic skills, description, narrative (Stone Age Boy), Poetry, Persuasion (Advert/Poster), Spooky Writing
 To plan, write and edit writing in line with given genres.
 To organise writing into paragraphs.
 To check for spelling and punctuation errors.
 To suggest how a piece of writing can be improved.
 SPAG – fronted adverbials, subordinate conjunctions, subordinating clauses, determiners (a or an), inverted commas.

Maths
 Number: Place Value Recognise, compare and order numbers
 Addition and Subtraction – mental addition (100s, 10s and 1s), written addition, mental subtraction (100s, 10s, 1s), written subtraction, word problems, estimate answers to calculations
 Multiplication – equal groups, arrays, 2, 3, 4, 5 and 8 times tables
 Division – sharing, grouping, divide by 2, 5, 10, 3, 4 and 8
 To recognise, compare and order numbers.
 To use their knowledge of number to carry out calculations involving the four operations.
 To use reasoning and problem-solving skills to solve practical problems.
 To recall and use multiplication facts up to and including 12 times tables.

Science
 Teeth and Digestion
 To describe the simple functions of the basic parts of the digestive system in humans.
 To identify the different types of teeth in humans and their simple functions.
 Working Scientifically
 To ask relevant questions and use different types of scientific enquiry to answer them.
 To set up simple practical enquiries, comparative and fair tests.
 To make systematic and careful observations
 To gather, record, classify and present data in a variety of ways to help in answering questions.
 To report on findings from enquiries.



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	<p>To use conjunctions (when, before, after etc).</p> <p>To use 'a' and 'an' correctly.</p> <p>To start using inverted commas for speech.</p> <p>To use fronted adverbial phrases followed by a comma.</p>		
<p>History</p> <p>Who were Britain's first builders? Stone Age to Iron Age</p> <p>To learn about the changes in Britain from the Stone Age to the Iron Age.</p> <p>To use photographs of artefacts throughout, inference observation.</p> <p>Sequencing events on a timeline.</p> <p>To study a significant period in British history, e.g. Battle of Britain.</p>	<p>Geography</p> <p>We've got it all! Why is the North East special?</p> <p>To develop their knowledge of human and physical geography by looking in depth at one region of the UK.</p> <p>To be able to identify the region and component counties on maps across a variety of scales.</p> <p>To identify key features to include types of settlement and land use, cities, rivers, hills, port, forest, valley, towns, harbour, and beach in the region.</p> <p>To use geographical information from OS maps, information texts, photographs and fieldwork.</p> <p>To develop their fieldwork knowledge via new methods of collection and undertaking fieldwork beyond the local area.</p>	<p>Art</p> <p>Prehistoric Art</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>	<p>DT</p> <p>Structures for the Christmas Fayre – Santa's workshop or Nativity Stable</p> <p>To investigate and analyse a range of existing product; evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>To select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing).</p> <p>To select from a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p>
<p>Music</p> <p>Durham Charanga – Mamma Mia Glockenspiel Stage 2</p> <p>To confidently identify and move to the pulse.</p> <p>To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</p> <p>To talk about the music and how it makes them feel.</p> <p>To listen carefully and respectfully to other people's thoughts about the music.</p>	<p>PE</p> <p>Invasion games – On the attack</p> <p>To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p>Gymnastics – Partner work</p> <p>To develop flexibility, strength, technique, control and balance.</p> <p>To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Computing</p> <p>Online safety</p> <p>To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Effective searching</p> <p>To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p>	<p>MFL</p> <p>Classroom instructions</p> <p>To listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Basic greetings, How are you? (Comic strip rich text)</p> <p>To engage in conversations.</p> <p>Numbers 1-12, Where I live, Family (Rich text)</p> <p>To read carefully and show understanding of words, phrases and simple writing.</p>



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		<p>Hardware investigators To understand the different parts that make up a computer. To recall the different parts that make up a computer.</p> <p>Animations To use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p>	<p>To speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Christmas in France To start to understand cultural similarities and differences and how festivals are celebrated.</p>
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