



Year 3 Autumn 2 Medium Term Plan



Cocoa Trees and Cocoa Beans

Cocoa Trees and Cocoa Beans							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Themed Weeks							Winter Week
Events							
Maths	<p style="text-align: center; margin: 0;"><u>Number and Place Value</u></p> <p style="margin: 0;">To recognise the place value of each digit in a 3-digit number (hundreds, tens, ones). To compare and order numbers up to 1000. To read and write numbers up to 1000 in numerals and words. To solve number problems and practical problems involving these ideas.</p>	<p style="text-align: center; margin: 0;"><u>Addition and Subtraction</u></p> <p style="margin: 0;">To add and subtract numbers mentally, including: A 3-digit number and ones. A 3-digit number and tens. A 3-digit number and hundreds. To solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction written methods</p>	<p style="text-align: center; margin: 0;"><u>Multiplication and Division</u></p> <p style="margin: 0;">To recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. To write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for 2-digit numbers times 1-digit numbers, using mental and progressing to formal written methods To solve problems including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects</p>	<p style="text-align: center; margin: 0;"><u>Fractions</u></p> <p style="margin: 0;">Count up and down in tenths. Recognise that tenths arise from dividing an object into ten equal parts and in dividing 1 digit numbers or quantities by 10. To recognise, find and write fractions of a discrete set of objects; unit fractions and non-unit fractions with small denominators. To recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. To compare and order unit fractions and fractions with the same denominator. To solve problems that involve all of the above.</p>	<p style="text-align: center; margin: 0;"><u>Measures</u></p> <p style="margin: 0;">To tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clock. To estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hour and o'clock; use vocabulary such as am/pm, morning, afternoon, noon and midnight. To know the number of seconds in a minute and the number of days in each month, year and leap year. To compare durations of events, for example to</p>	<p style="text-align: center; margin: 0;"><u>Statistics</u></p> <p style="margin: 0;">To interpret and present data using bar charts, pictograms and tables. To solve one-step and two-step questions e.g. "How many more?" and "How many fewer?" using information presented in scaled bar charts, pictograms and tables.</p>	



Year 3 Autumn 2 Medium Term Plan



					calculate the time taken by particular events or tasks.	
Guided Reading	<p>Non-Fiction: Newspaper Report (Amazon Fires Daily News Story- twinkl)</p> <p>Monday: Vocabulary Acquisition</p> <p>Tuesday: Retrieval and Inference Development</p> <p>Wednesday: Key features and Fact or Opinion</p> <p>Thursday and Friday: Independent application of above skills.</p>	<p>Non-Fiction: Dairy Entry (Rainforest Calling-twinkl)</p> <p>Monday: Vocabulary Acquisition</p> <p>Tuesday: Retrieval and Inference Development</p> <p>Wednesday: Key features and how the author expresses point of view.</p> <p>Thursday and Friday: Independent application of above skills.</p>	<p>Fiction: Charlie and the Chocolate Factory- Chapter 1</p> <p>Monday: Vocabulary Acquisition</p> <p>Tuesday: Retrieval and Inference Development</p> <p>Wednesday: Sequencing and summarising main ideas from more than one paragraph.</p> <p>Thursday and Friday: Independent application of above skills.</p>	<p>Fiction: Charlie and the Chocolate Factory- Chapter 2</p> <p>Monday: Vocabulary Acquisition</p> <p>Tuesday: Retrieval and Inference Development</p> <p>Wednesday: Make comparisons within the text</p> <p>Thursday and Friday: Independent application of above skills.</p>	<p>Fiction: Alice in Wonderland</p> <p>Monday: Vocabulary Acquisition</p> <p>Tuesday: Retrieval and Inference Development</p> <p>Wednesday: Identify / explain how information / narrative content is related and contributes to meaning as a whole.</p> <p>Thursday and Friday: Independent application of above skills.</p>	<p>Poetry: Wild World by Angela McAllister (choose different poem to writing session)</p> <p>Monday: Vocabulary Acquisition</p> <p>Tuesday: Retrieval and Inference Development</p> <p>Wednesday: Key features of poetry</p> <p>Thursday and Friday: Independent application of above skills.</p>
Writing	<p>Playscripts: The Jungle Book</p> <p>Key features of a playscript</p> <p>EW- recount</p>	<p>Playscripts: The Jungle Book</p> <p>Write a playscript</p> <p>EW- prediction</p>	<p>Story Write- Charlie and the Chocolate Factory</p> <p>Write a character description</p> <p>EW- diary entry</p>	<p>Story Write- Charlie and the Chocolate Factory</p> <p>Write the beginning, middle and ending of a story</p> <p>EW- alternative ending</p>	<p>Letter Writing- Charlie and the Chocolate Factory</p> <p>To write a letter to Willy Wonka</p> <p>EW- setting description</p>	<p>Poetry- Rainforest Theme</p> <p>To write own rainforest poem</p> <p>EW-letter writing</p>
GPS	-Expressing time and cause using conjunctions (e.g. <i>when, before, after, while, because</i>), conjunctive adverbs (e.g. <i>then, next, soon, so</i>)	-Recap use of speech marks to punctuate direct speech. -Consolidate use of capital letters, full stops, question and exclamation marks to demarcate sentences .	-Formation of nouns using a range of prefixes , such as super-, anti-, auto-	-Consolidate apostrophes to mark contracted forms in spelling and to mark singular possession in nouns (e.g. the girl's name). -Recap use of determiners a or an according to	- Word families based on common words, showing how words are related in form and meaning (e.g. <i>solve, solution, solver, dissolve, insoluble</i>)	Introduction to paragraphs as a way to group related material



Year 3 Autumn 2 Medium Term Plan



	<p>-Prepositions (e.g. <i>before, after, during, in, because of</i>)</p> <p>Assertive spelling 3.7 Suffix “ly”</p>	<p>Assertive spelling 3.8 Suffix “ly”</p>	<p>Assertive spelling 3.9 Prefix: un, dis, mis</p>	<p>whether the next word begins with a consonant or vowel (e.g. <u>a</u> rock, <u>an</u> open box).</p> <p>Assertive spelling 3.10 Prefix: in, il, ir</p>	<p>Assertive spelling 3.11 y sounding i</p>	<p>Assertive spelling 3.12 ou sounding u, ow, oo</p>
Handwriting	<p>Nelson handwriting scheme</p> <p>Third join: od, pg, re</p>	<p>Nelson handwriting scheme</p> <p>Third join: ee, ve no</p>	<p>Nelson handwriting scheme</p> <p>Fourth join: wl, vl</p>	<p>Nelson handwriting scheme</p> <p>Fourth join: of, ff</p>	<p>Nelson handwriting scheme</p> <p>Fourth join: ft, fl</p>	<p>Nelson handwriting scheme</p> <p>Fourth join: ol, ob</p>
PSHE	<p>Families I understand that everybody’s family is different and important to them I appreciate my family/the people who care for me</p>	<p>Family Conflict I understand that differences and conflicts happen among family members I know how to calm myself down</p>	<p>Witness and Feelings I know what it means to be a witness to bullying I know some ways of helping to make someone who is being bullied feel better</p>	<p>Witness and Solutions I know that witnesses can make a situation better or worse by what they do I can problem solve a bullying situation with others</p>	<p>Words That Harm I recognise that some words are used in hurtful ways I try hard not to use hurtful words</p>	<p>Celebrating Difference – Compliments I can tell you about a time when my words affected someone’s feelings and what the consequences were I know how to give and receive compliments</p>
Science	<p><u>Animals and Humans</u> Lesson 1: Name the seven different types of nutrition that humans (and named animals) need. Describe a healthy fraction of the main nutrients for humans (and named animals).</p>	<p><u>Animals and Humans</u> Lesson 2: Illustrate how humans (and named animals) get nutrition from the food they eat.</p>	<p><u>Animals and Humans</u> Lesson 3: Name the (natural, i.e. not the shops!) sources of humans food.</p>	<p><u>Evolution and Inheritance</u> Lesson 4: Name producers, predators and prey in a food chain. Describe producers, predators and prey as herbivores, carnivores or omnivores. Draw a food chain involving a mouse.</p>	<p><u>Evolution and Inheritance</u> Lesson 5: Label the basic parts of the human digestive system. Describe the functions of the human digestive system.</p>	<p><u>Evolution and Inheritance</u> Lesson 6: Label the types of adult human teeth. Describe the functions of the different types of teeth. Describe good care of teeth</p>
RE	<p><u>Christianity: Christmas</u></p>	<p><u>Christianity: Christmas</u> Step 2- Investigation</p>	<p><u>Christianity: Christmas</u> Step 2- Investigation (First Christmas Tree)</p>	<p><u>Christianity: Christmas</u> Step 2- Investigation (Second Christmas Tree)</p>	<p><u>Christianity: Christmas</u> Step 3- Evaluation</p>	<p><u>Christianity: Christmas</u> Step 4- Expression</p>



Year 3 Autumn 2 Medium Term Plan



	Step 1- Engagement	(Up to 'The Incarnation')					
History	<p><u>Bronze Age: Introduction</u></p> <p>Introduction to the Bronze Age.</p> <p>Settlements: Compare modern houses to houses from the Bronze Age.</p>	<p><u>Bronze Age: Artefacts</u></p> <p>Describe how artefacts explain the past. Who was the Amesbury Archer? Suggest some reasons why so many Bronze Age hoards have been discovered. What do the artefacts at Amesbury tell us?</p>	<p><u>Iron Age:</u></p>	<p><u>Iron Age: Society</u></p> <p>What observations can you make about society in the Bronze Age? Suggest how jewellery and artwork was a sign of social status.</p>	<p><u>Bronze Age: Beliefs</u></p> <p>What were the religious beliefs of people in the Bronze Age? Explain how important Bronze Age people were buried.</p>	<p><u>Bronze Age: Learning Recap</u></p> <p>Recap of all the information that we have researched and learnt about the Bronze Age. Chn to present in groups to the class.</p>	
Geography	Taught in Autumn 1						
D & T	<p><u>Prior Learning and Technical Knowledge</u></p> <p>Understand and apply the principles of a design. Understand why we are drawn to certain packaging. What chocolate bar wrappers do we like the most?</p>	<p><u>Designing</u></p> <p>Evaluate existing chocolate wrapper designs. Generate realistic ideas and their own design criteria through discussion, research and, focusing on the needs of the user.</p>	<p><u>Designing</u></p> <p>Introduce 'Shell Structures'. Plan and draw shell structure for our chocolate wrapper design.</p>	<p><u>Making</u></p> <p>Prepare and make shell structure design for chocolate wrapper (use computer aided design?).</p>	<p><u>Making</u></p> <p>Prepare and make shell structure design for chocolate wrapper (use computer aided design?).</p>	<p><u>Evaluating</u></p> <p>Test and evaluate their own products against design criteria and the intended user and purpose.</p>	
Art & Design	Taught in Autumn 1						
Music	<p><u>Food and drink: Lesson 1</u></p> <ul style="list-style-type: none"> To say and play a rhythm chant 	<p><u>Food and drink: Lesson 2</u></p> <ul style="list-style-type: none"> To add a percussion accompaniment to a song 	<p><u>Food and drink: Lesson 3</u></p> <ul style="list-style-type: none"> To learn how to sing in a round 	<p><u>Food and drink: Lesson 4</u></p> <ul style="list-style-type: none"> To combine sounds to create musical textures 	<p><u>Food and drink: Lesson 5</u></p> <ul style="list-style-type: none"> To understand what a drone and an ostinato are To accompany a song with drone 	<p><u>Food and drink: Lesson 6</u></p> <ul style="list-style-type: none"> To learn a song and chant 	



Year 3 Autumn 2 Medium Term Plan



					and ostinato parts	
Computing	<p>Simulate</p> <p>To understand that computer simulations can represent real or imaginary situations.</p>	<p>Simulate</p> <p>To understand that computer simulations are guided by rules.</p>	<p>Simulate</p> <p>To explore the effect of changing variables in a simulation using them to make and test predictions.</p>	<p>Simulate</p> <p>To understand that simulations can help people try things quickly and inexpensively.</p> <p>To understand that simulations help us understand difficult concepts.</p>	<p>Simulate</p> <p>To design and produce a computer simulation or adventure game.</p>	
PE	<p><u>Social Skills</u></p> <p>Warm-up: Moon adventure</p> <p>Skill: Dynamic balance to agility: jumping & landing – Journey to the Blue Planet</p> <p>Skill Application: I jumped aboard a rocket ship</p> <p>Review: Taps for congrats</p>	<p><u>Social Skills</u></p> <p>Warm-up: Moon adventure</p> <p>Skill: Dynamic balance to agility: jumping & landing – Journey to the Blue Planet</p> <p>Skill Application: I jumped aboard a rocket ship</p> <p>Review: Taps for congrats</p>	<p><u>Social Skills</u></p> <p>Warm-up: Moon adventure</p> <p>Skill: Dynamic balance to agility: jumping & landing – Journey to the Blue Planet</p> <p>Skill Application: Home planet game</p> <p>Review: Taps for congrats</p>	<p><u>Social Skills</u></p> <p>Warm-up: Fun in the jungle</p> <p>Skill: Static balance: seated – monkey business</p> <p>Skill Application: Five cheeky monkeys song</p> <p>Review: Taps for congrats</p>	<p><u>Social Skills</u></p> <p>Warm-up: Fun in the jungle</p> <p>Skill: Static balance: seated – monkey business</p> <p>Skill Application: Cheeky monkeys says game</p> <p>Review: Taps for congrats</p>	<p><u>Social Skills</u></p> <p>Warm-up: Fun in the jungle</p> <p>Skill: Static balance: seated – monkey business</p> <p>Skill Application: Exchange objects in 3s game</p> <p>Review: Taps for congrats</p>
Spanish	<p><u>Alphabet</u></p> <p>To learn the key phonics vowel words.</p>	<p><u>Alphabet</u></p> <p>To learn the remaining key phonics sounds words.</p>	<p><u>Alphabet</u></p> <p>To practise and embed the phonics knowledge.</p>	<p><u>Alphabet</u></p> <p>To learn the Spanish alphabet through games.</p>	<p><u>Alphabet</u></p> <p>To revise and apply knowledge of the alphabet in learning stations.</p>	<p><u>Intercultural understanding</u></p> <p>To know how Christmas is celebrated in Spain.</p>



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