

MEDIUM TERM PLANNING Autumn 1
Marsh Green Primary School



Year 3	Autumn Term 1						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English Mission 1 The Aliens Are Coming	Make a Difference Week	Reading: • apply growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words children encounter • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word • develop positive attitudes to reading, and an understanding of what they read • understand what they read in books they can read independently • 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 • learn to justify their views about what they have read (with support at the start of year 3) Writing: • write: a description of an alien, using a range of descriptive language and paragraphs to organize ideas, an information report about the sorts of activities humans enjoy, using paragraphs and subheadings, an exciting, gripping fantasy story about an encounter with the aliens, using a clear story structure: opening, build-up, peak, conclusion • add interest and detail using adjectives, verbs and noun phrases • use generalizing language: some, most, often using present tense verbs. • use past tense verbs using the third-person narrative voice. • use further prefixes and suffixes and understand how to add them • spell further homophones • spell words that are often misspelt • 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 2 or 3 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. • apply sufficient knowledge of spelling in order to use dictionaries efficiently • plan, draft, evaluate and edit writing, including proof-read for spelling and punctuation errors and reading aloud so that the meaning is clear Revisit: • extending ideas using connectives (conjunctions): because, when, or, if, as, while • opening a sentence with a connective/subordinate clause • linking and sequencing words: soon, after, before, at last, the next day • using varied sentence forms: statements • adding detail to description and information using: who, what, when, where, why, how • understanding past and present tense • using possessive apostrophes for singular nouns and apostrophes for contractions					
Maths Number and Place Value Addition and Subtraction		Children will learn to: • recognise the place value of each digit in a three-digit number (hundreds, tens, ones) • read and write numbers up to 1,000 in numerals and in words • identify, represent and estimate numbers using different representations • compare and order numbers up to 1,000 • count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number • solve number problems and practical problems involving these ideas • add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens, a three-digit number and hundreds					

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		• add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction • solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction • estimate the answer to a calculation and use inverse operations to check answers					
Science Rocks, Fossils and Soils		To identify rocks and explore their uses Children will learn to: • understand that rocks are used for a variety of purposes • identify some common rocks • distinguish between rocks that are naturally occurring and those that are man-made Children will learn to work scientifically by: - asking relevant questions and using different types of scientific enquiries to answer them - gathering, recording, classifying and presenting data in a variety of ways to help in answering questions - recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables - reporting on findings from enquiries, including oral and written explanations, displays or presentations of	To group rocks according to their characteristics Children will learn to: • suggest ways of grouping rocks according to their characteristics • observe and compare rocks, and put them into different categories • justify their choices and explain their decisions Children will learn to work scientifically by: - asking relevant questions and using different types of scientific enquiries to answer them - gathering, recording, classifying and presenting data in a variety of ways to help in answering questions - recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables - reporting on findings from enquiries, including oral and written explanations, displays or	To plan, carry out and evaluate experiments to compare rocks Children will learn to: • explain what the terms 'erosion' and 'permeable' mean • plan and carry out an experiment to compare rocks based on certain characteristics • evaluate their results and draw conclusions Children will learn to work scientifically by: - setting up simple practical enquiries, comparative and fair tests - gathering, recording, classifying and presenting data in a variety of ways to help in answering questions - recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables - reporting on findings from enquiries, including oral and written explanations, displays or presentations of	To identify rocks that are used for particular purposes Children will learn to: • use a variety of sources to find out information about rocks and their uses • organise the information they have found out • present the information they have found out clearly Children will learn to work scientifically by: - asking relevant questions and using different types of scientific enquiries to answer them - gathering, recording, classifying and presenting data in a variety of ways to help in answering questions - reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions - identifying differences, similarities or changes related to simple	To explore soil and how it is formed Children will learn to: • understand that soil is made up of rocks and decaying organic matter • appreciate that there are different types of soil • understand that there are different layers of soil Children will learn to work scientifically by: - asking relevant questions and using different types of scientific enquiries to answer them - recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables - reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions - using results to draw simple conclusions, make predictions for	To explore what fossils are and how they are formed and to identify fossilised remains Children will learn to: • identify that rocks move in a continuous cycle • describe what a fossil is and how they are formed • explain how fossils are formed • identify a variety of common fossils • identify where fossils are more likely to be found and why Children will learn to work scientifically by: - asking relevant questions and using different types of scientific enquiries to answer them - setting up simple practical enquiries, comparative and fair tests - gathering, recording, classifying and presenting data in a variety of ways to help in answering questions - recording findings using simple scientific language, drawings,

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		results and conclusions	presentations of results and conclusions	results and conclusions e) using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions f) identifying differences, similarities or changes related to simple scientific ideas and processes	scientific ideas and processes e) using straightforward scientific evidence to answer questions or to support their findings	new values, suggest improvements and raise further questions e) using straightforward scientific evidence to answer questions or to support their findings	labelled diagrams, keys, bar charts, and tables e) using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions f) identifying differences, similarities or changes related to simple scientific ideas and processes g) using straightforward scientific evidence to answer questions or to support their findings
Computing Connecting Computers		To recognise the uses and features of information technology Children will learn to: - explain that digital devices accept inputs - explain that digital devices produce outputs - follow a process	To identify information technology in the home Children will learn to: - classify input and output devices - design a digital device - model a simple process	To identify information technology beyond school Children will learn to: - explain how I use digital devices for different activities - recognise similarities between using digital devices and non-digital tools - suggest differences between using digital devices and non-digital tools	To explain how information technology benefits us Children will learn to: - discuss why we need a network switch - explain how messages are passed through multiple connections - recognise different connections	To show how to use information technology safely Children will learn to: - demonstrate how information can be passed between devices - explain the role of a switch, server, and wireless access point in a network - recognise that a computer network is made up of a number of devices	To recognise that choices are made when using information technology Children will learn to: - identify how devices in a network are connected with one another - identify networked devices around them - identify the benefits of computer networks
History The Prehistoric World: Stone		To introduce the definition and time scale of human prehistory Children will learn to: describe what the term 'prehistory' means	To learn about early humans and the Palaeolithic period Children will learn to: explain how and when people first came to	To learn about people who lived in the Mesolithic period Children will learn to: describe what happened to Britain's	To explore how people lived in the Neolithic period Children will learn to: identify where and when agriculture was	To explore how people lived in the Bronze Age Children will learn to: - explain how bronze is made - describe how people	To explore how people lived in the Iron Age To recap and summarise the prehistory of Britain Children will learn to: explain how iron is made

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Age to Bronze Age		- identify the names of the three periods of prehistory - describe how we can find out about the prehistoric past	- Britain - identify what kind of animals early humans encountered - identify where early humans lived	coastline when the ice sheets of the last Ice Age retreated - identify where Doggerland is - describe what Mesolithic life was like	- developed - understand when people in Britain started farming - explain what Stonehenge is and how the landscape developed	were buried in the Bronze Age identify what happened to the climate at the end of the Bronze Age	- describe what Iron Age houses were like - identify what happened at the end of the Iron Age - identify what the three ages of prehistory are - identify how long British prehistory is - explain how life changed in Britain during prehistory
DT British Inventors		To investigate the invention of the telephone Children will learn to: - reflect on how the invention of the telephone changed the way people lived - identify ways in which the telephone has changed to meet people's needs - evaluate a product's performance	To investigate the invention of the World Wide Web Children will learn to: - distinguish between the World Wide Web and the internet - reflect on how an invention has changed their lives - reflect on how an invention has changed the world	To explore how the invention of reinforced concrete works Children will learn to: - define the word reinforced - describe what reinforced concrete is - suggest ways to reinforce a material		To investigate the invention of the mackintosh Children will learn to: - pick out features of a material that make it suitable for a purpose - think of design criteria to suit a purpose - evaluate the success of a product based on a set of design criteria	To reflect on the impact that inventions have had on our lives Children will learn to - name a British inventor and their creation - reflect on how inventions have changed the world - design a new creation intended to solve an everyday problem
RE Big Question: How are symbols and sayings important in religion? What is the significance of light?		Children will learn about: - explore and describe a range of beliefs, symbols and actions, so that they can understand different ways of life and different ways of expressing meaning - describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages	Children will learn about: - explore and describe a range of beliefs, symbols and actions, so that they can understand different ways of life and different ways of expressing meaning - describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages	Children will learn about: - explore and describe a range of beliefs, symbols and actions, so that they can understand different ways of life and different ways of expressing meaning - describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages	Children will learn about: - explore and describe a range of beliefs, symbols and actions, so that they can understand different ways of life and different ways of expressing meaning - describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages	Children will learn about: - explore and describe a range of beliefs, symbols and actions, so that they can understand different ways of life and different ways of expressing meaning - describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages	Children will learn about: - explore and describe a range of beliefs, symbols and actions, so that they can understand different ways of life and different ways of expressing meaning - describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages

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		and the rituals which mark the important points in life, in order to reflect on their ideas discuss and present their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including music, art and poetry	and the rituals which mark the important points in life, in order to reflect on their ideas discuss and present their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including music, art and poetry	and the rituals which mark the important points in life, in order to reflect on their ideas discuss and present their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including music, art and poetry	and the rituals which mark the important points in life, in order to reflect on their ideas discuss and present their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including music, art and poetry	and the rituals which mark the important points in life, in order to reflect on their ideas discuss and present their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including music, art and poetry	and the rituals which mark the important points in life, in order to reflect on their ideas discuss and present their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including music, art and poetry
PSHE What I Like		Children will learn: about simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests	Children will learn: - how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings - that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations	Children will learn: - about the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs - to appreciate the importance of self-respect and how this links to their own happiness.		Children will learn: - to understand the importance of permission-seeking and giving in relationships with friends, peers and adults - that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact	
Music Royal Ballet		Children will learn to: - find the pulse while listening and responding - copy back, play and create rhythmic and melodic patterns - know the difference between pulse and	Children will learn to: - sing in unison and in two parts from memory - learn to sing an R&B song and identify the style – know that R&B is a mixture of Soul, Hip Hop and Gospel	Children will learn to: - play instrumental parts in time and with accuracy using 3 notes (G, A + C) - perform a South African song from memory - play instrumental parts	Children will learn to: - play by ear, or using notation (using the notes C + F + G) - improvise using one or two notes (C or C + D) - compose a melody using a limited range of notes and simple	Children will learn to: - identify a piece's structure (e.g. introduction, verse, chorus) - recognise instruments/voices heard in songs and instrumental pieces -	Children will learn to: - contribute to a class performance through singing, playing, improvising, or performing a composition - appraise their own performances / the

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		rhythm		with accuracy, keeping to the pulse	rhythms (C, D + E) from memory	male/female voices, bass, drums, guitar, keyboard, synthesizer, orchestral instrumentals	music of others and say how it makes them feel
Sports Invasion Games 1		Children will learn to: • Use good throwing and catching techniques • Use what they have learned to improve the quality of their throwing and catching	Children will learn to: • Consolidate and improve the quality of their throwing and catching techniques and their ability to link movements • Work as a team in relay-style games	Children will learn to: • Consolidate and improve the quality of their throwing and catching techniques and their ability to link movements • Use these skills in game situations	Children will learn to: • Concentrate on control and accuracy when throwing, catching and dribbling the ball • Consolidate and improve the quality of their techniques and their ability to link movements •	Children will learn to: • Use passing, receiving and dribbling skills in game situations • Improve their ability to choose and use simple tactics	
Gym Stretching, curling & arching		Children will learn to: • Travel and jump fluently and hold balanced positions demonstrating a variety of stretched and curled shapes • Receive and transfer body weight safely in different situations and create a sequence with a partner • Identify how the overall performance of a sequence can be improved • Adapt and transfer skills safely onto more complex apparatus at every stage of learning					
French Moi (All about me)		Children will learn to: • Listen attentively to spoken French and show understanding by joining in and responding • Explore patterns and sounds of language through songs and link the spelling, sound and meaning of words • Appreciate songs in French • Develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases					