

Medium Term Plan – Autumn 2 – Year 3

Core Text: Stone Age Boy

Topic: Tribal Tales

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Maths Teaching and Learning	Estimate and use inverse operations to check answers to a calculation.	Solve 2-step word problems based around addition and subtraction.	To know how to convert pence into pounds. Add and subtract given amounts of money.	To know how to convert pence into pounds. Add and subtract given amounts of money.	Understand and know the properties of 2D. Measure the perimeter of 2D shapes	Understand and know the properties of 2D and 3D shapes.	Convert seconds to minutes and to hours. Know basic time facts such as days in a week year/ month.
Text Type	Non – chronological report			Persuasive Letter			
Reading Domains	<p>To develop the skill of locating key information within a text (2b)</p> <p>To know how to infer a character’s thoughts and emotions from the information provided (2d)</p> <p>To understand how to predict what might happen using</p>	<p>To develop the skill of locating key information within a text (2b)</p> <p>To develop the skill of summarising key events from a text (2c)</p> <p>To develop the skill of using a dictionary to find the meaning of unfamiliar words. (2a)</p>	<p>To develop the skill of locating key information within a text (2b)</p> <p>To develop the skill of inferring a character’s thoughts and emotions from the information provided (2d)</p> <p>To know how a write can use specific vocabulary to</p>	<p>To develop the skill of locating key information within a text (2b)</p> <p>To understand how to predict what might happen using details from the text. (2e)</p> <p>To know how a write can use specific vocabulary to cause and effect</p>	<p>To develop the skill of locating key information within a text (2b)</p> <p>To develop the skill of inferring a character’s thoughts and emotions from the information provided (2d)</p> <p>To develop the skill of summarising key</p>	<p>To know how identify some basic features of organisation at sentence (2f)</p> <p>To know how to identify and compare themes of fiction stories. (2H)</p> <p>To know how to identify and compare</p>	<p>To develop the skill of locating key information within a text (2b)</p> <p>To develop the skill of summarising key events from a text (2c)</p> <p>To know how identify some</p>



	details from the text. (2e)		cause and effect on the reader (2g)	on the reader (2g)	events from a text (2c)	themes of fiction stories. (2H)	basic features of organisation at sentence (2f)
T4W Stage	Imitation	Innovation	Invention	Imitation	Innovation	Invention	Invention
Grammar and Punctuation (Active English)	Subordinating conjunctions	Conjunctive adverbs	Factual language	Adverbs	Present perfect tense	Questions and exclamations (+ determiners)	Subordinating conjunctions
Spelling	<b>Unit 4</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 5</b>	<b>Unit 6</b>	<b>Unit 6</b>	<b>Recap</b>
Terminology (technical vocabulary)	Sub heading Rhetorical questions Facts Statistics Title Heading Conjunctive adverb,	Non-chronological report, paragraph, conjunction, subordinate, noun, verb, conjunctive adverb,	Non-chronological report, paragraph, conjunction, subordinate, noun, verb, conjunctive adverb,	Persuade, rhetorical question, adverb, phrase, comma, fact, opinion,	Tense, present perfect Persuade, rhetorical question, adverb, phrase, comma, fact, opinion,	Exclamation Question Determiners Hyperbolic Impact Empathy	Subordinating conjunction Persuade, rhetorical question, adverb, phrase, comma, fact, opinion,
Greater Depth SC	To use subordinating clauses in varying position	To use conjunctive adverbs and prepositions in varied positions in sentences to create cohesion.	To create cohesion between the opening and concluding paragraphs	I can use adverbial phrases to have impact. I can use hyperbolic language to convince my reader.	I can use rhetorical questions with hyperbolic language to make my reader think.	I can use a range of tenses to enhance my writing	I can use subordinating conjunctions in varied spaces within a text
SEND SC	I can join clauses using subordinating	I can use prepositions and conjunctive	I can choose appropriate verbs for a non -	I can use adverbs from a word	I can use rhetorical questions to	I can select appropriate conjunctions to	I can select appropriate conjunction

	conjunctions from a word bank.	adverbs to start sentences.	chronological report from a word bank	bank to qualify verbs.	engage my reader.	link together my sentences	from a word bank to link together my sentences
Handwriting	<b>Linked to spelling</b>						
Rainbow Grammar (where appropriate)	<b>Clauses</b>			<b>Adverbials</b>			
Cross-curricular Writing Opportunities	<p><b>Maths:</b> Investigations and explanations with reasoning</p> <p><b>Science:</b> Independent experiment</p> <p><b>History:</b> Diary entry of a Stone Age person/ Non chronological report on Stonehenge</p> <p><b>RE:</b> Information text</p> <p><b>Art:</b> Comparative write of art from different eras</p> <p><b>Design and Technology:</b> N/A</p> <p><b>PSHE/SMSC:</b> N/A</p> <p><b>Computing:</b> Instruction writing on coding</p>						
<p><u>Science objectives</u></p> <p><i>Working Scientifically</i> A2, A3, A4, A5, A8</p> <p><i>Rocks</i> D1, D2, D3</p>				<p><b>Information text on how fossils are formed.</b> To know how to compare and group together different kinds of rocks based on their appearance and physical properties. <i>D1</i></p> <p>To develop the skill of describing</p>	<p><b>What Rock is the most permeable?</b> To know how to set up simple practical enquiries and comparative and fair tests A2 To develop the skill of making accurate measurements. A3</p>		



				<p>how fossils are formed. <i>D2</i></p> <p>To understand that soils are made from rocks and organic matter. <i>D3</i></p>	<p>To know how to gather, record, classify and present data and findings. <i>A4/A5</i></p> <p>To develop the skill of identifying differences, similarities and changes. <i>A8</i></p>		
<p><b>History Objectives</b></p> <p><i>Chronological Awareness</i> <i>A2 A1</i></p> <p><i>Knowledge and understanding</i> <i>B1, B3</i></p> <p><i>Historical Enquiry</i> <i>E1</i></p>	<p><b>Stone Age Study</b></p> <p>To understand that a timeline can be divided into AD and BC. <i>A2</i></p> <p>To know how to use evidence to describe the lifestyle of people in the past. <i>B2</i></p>	<p><b>Comparing Stone Age and Iron Age</b></p> <p>To know how to use evidence to describe the cultures and leisure activities from the past. <i>B1</i></p> <p>To know how to communicate ideas about the past. <i>B3</i></p> <p>To know how to make links between different periods of the past through similarities and differences. <i>A1</i></p>					



<u>Geography objectives</u>	N/A						
<u>Religious Education objectives</u>							Has Christmas lost its true meaning?
<b>Personal Resonance</b> A2							To develop the skill of explain what Christmas means to me. A2
<b>Knowledge and Understanding</b> B2							To understand the significance of Christmas time A2
<b>Evaluation and Critical thinking</b> C2							To understand what Christians believe God gave Jesus to the world. B2
							To know what Christmas means to different groups of people. C2



<p><u>Art Objectives</u></p> <p>2d Art <i>(Drawing and Painting)</i> A4, A6</p>			<p><b>Silhouette drawing of Stonehenge</b></p> <p>To develop the skill of using sketches to produce a final piece of art. A4</p> <p>I can make notes in my sketchbook to show my likes and dislikes to show improvements in my work. A6</p>				
<p><u>Design and Technology Objectives</u></p> <p><i>Design</i> B1, B2</p> <p><i>Make</i> C3</p>							<p><b>Stone Age tools</b></p> <p>To develop the skill of describing the purpose of my products. B1</p> <p>To develop the skill of explaining how design features of my product will work. B1</p>



							<p>To know how to choose a textile both for its appearance and qualities. <i>B2</i></p> <p>To know how to accurately measure and form the sections of my product. <i>C3</i></p>
PSHE objectives	<b>Race – Stephen Lawrence</b>	<b>British Values</b> LO: To understand the factors that make us different	<b>Bullying</b>	<b>Trust</b> LO: To know who we have positive relationships with	<b>Unwanted touch</b> LO: To understand what is meant by the term body space	<b>Illness</b> LO: To know what is meant by the term ‘balanced diet’	<b>Hygiene</b> LO: To understand how illness is spread
<u>Computing Objectives</u>  <i>Programming</i> <i>C1, C2, C3</i>	<b>Code of honour</b> To know how to design, write and debug programs. <i>A1</i>	<b>Code of honour</b> To develop the skill of designing, writing and debugging programs. <i>A1</i>	<b>Code of honour</b> To develop the skill of designing, writing and debugging programs. <i>A1</i>	<b>Star Wars Code</b> To know how to use sequence, selection and repetition in programs. <i>A2</i>	<b>Star Wars Code</b> To develop the skill of using, selection and repetition in programs. <i>A2</i>	<b>Star Wars Code</b> To know how to detect and correct errors in algorithms and programs <i>A3</i>	<b>Star Wars Code</b> To develop the skill of detecting and correcting errors in algorithms and programs <i>A3</i>



<p><b>Music objectives</b> A2, C1, D4,D5 <b>Ancient Worlds</b> <b>Musical focus:</b> <b>Structure</b> <b>Cross-curricular link:</b> <b>History</b></p>	<p>To know how to explore tuned and untuned percussion to create music based on an ostinato. C1</p>	<p>To understand how to sing a song and accompany it with tuned percussion ostinati. D4</p>	<p>To know how to explore musical phrases, melodic imitation and rounds. D5</p>	<p>To know how to perform a round in three parts. D5</p>	<p>To know how to arrange an accompaniment with attention to balance and musical effect. A2</p>	<p>To know how to arrange an accompaniment with attention to balance and musical effect. A2</p>	<p>To know how to explore musical phrases, melodic imitation and rounds. D5</p>
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