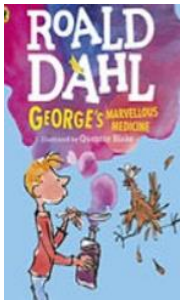


Year 3 Autumn 2 Explore and Enquire MTP							
<div>Theme: Stone Age</div> <div>Driver: History</div> <div>The Big Question: How did Britain change from the Stone Age to the Iron Age?</div>				<div>Reading for Pleasure Class Novel: George’s Marvellous Medicine</div> <div></div>			
	WC 31.10.22	WC 7.11.22	WC 14.11.22	WC 21.11.22	WC 28.11.22	WC 5.12.22	WC 12.12.22

	SPAG Focus	Subject, predicate, stop, pronouns, fronted adverbials, linking adverbs, adverbial clauses, non-finite clauses, imperative verbs	Subject, predicate, stop, pronouns, fronted adverbials, linking adverbs, adverbial clauses, non-finite clauses, imperative verbs	Subject, predicate, stop, pronouns, fronted adverbials, linking adverbs, adverbial clauses, non-finite clauses	Subject, predicate, stop, pronouns, fronted adverbials, linking adverbs, adverbial clauses, non-finite clauses	Subject, predicate, stop, pronouns, fronted adverbials, linking adverbs, adverbial clauses, non-finite clauses	Subject, predicate, stop, pronouns, fronted adverbials, linking adverbs, adverbial clauses, non-finite clauses	Subject, predicate, stop, pronouns, fronted adverbials, linking adverbs, adverbial clauses, non-finite clauses
	Guided Reading	<p>Text: George's Marvellous Medicine</p> <p>Iron Age https://kids.britannica.com/kids/article/Iron-Age/353302</p> <p>NC Link: 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 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 identifying how language, structure, and presentation contribute to meaning identifying main ideas drawn from more than 1 paragraph and summarising these drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence retrieve and record information from non-fiction</p>	<p>Text: George's Marvellous Medicine</p> <p>Rocks https://kids.britannica.com/kids/article/rock/404136</p> <p>NC Link: 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 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 identifying how language, structure, and presentation contribute to meaning drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence retrieve and record information from non-fiction</p>	<p>Text: George's Marvellous Medicine</p> <p>Dance Facts https://kids.kiddle.co/Dance</p> <p>NC Link: 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 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 identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction</p>	<p>Text: George's Marvellous Medicine</p> <p>Bronze Age https://kids.britannica.com/kids/article/Bronze-Age/352883</p> <p>NC Link: 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 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 identifying how language, structure, and presentation contribute to meaning identifying main ideas drawn from more than 1 paragraph and summarising these</p>	<p>Text: George's Marvellous Medicine</p> <p>Celebrating Differences https://pathways.org/celebrating-differences/</p> <p>NC Link: 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 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 retrieve and record information from non-fiction predicting what might happen from details stated and implied</p>	<p>Text: George's Marvellous Medicine</p> <p>Andy Goldsworthy Facts https://kids.kiddle.co/Andy-Goldsworthy</p> <p>NC Link: 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 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 identifying how language, structure, and presentation contribute to meaning identifying main ideas drawn from more than 1 paragraph and summarising these</p>	<p>Text: George's Marvellous Medicine</p> <p>Christmas Story https://www.whychristmas.com/story/the-christmas-story</p> <p>NC Link: 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 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 identifying how language, structure, and presentation contribute to meaning identifying main ideas drawn from more than 1 paragraph and summarising these</p>

	Maths	<p>Unit: White Rose: Addition and Subtraction</p> <p>Lesson 16 – Subtract two numbers (across a 100) Lesson 17 – Add 2-digit and 3-digit numbers Lesson 18 – Subtract a 2-digit number from a 3-digit number Lesson 19 – Complements to 100 Lesson 20 – Estimate numbers</p> <p>NC Link: Solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction.</p>	<p>Unit: White Rose: Addition and Subtraction</p> <p>Lesson 21 – Inverse operations Lesson 22 – Make decisions</p> <p>Unit: White Rose: Multiplication and Division</p> <p>Lesson 1 – Multiplication – equal groups Lesson 2 – Use arrays Lesson 3 – Multiples of 2</p> <p>NC Link: Solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction.</p>	<p>Unit: White Rose: Multiplication and Division</p> <p>Lesson 4 – Multiples of 5 and 10 Lesson 5 – Sharing and Grouping Lesson 6 – Multiply by 3 Lesson 7 – Divide by 3 Lesson 8 – The 3 times-table</p> <p>NC Link: Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Write and calculate mathematical statements for multiplication using the multiplication tables that they know, including for 2-digit numbers times 1-digit numbers, using mental and progressing to formal written methods.</p>	<p>Unit: White Rose: Multiplication and Division</p> <p>Lesson 9 – Multiply by 4 Lesson 10 – Divide by 4 Lesson 11 – The 4 times-table Lesson 12 – Multiply by 8 Lesson 13 – Divide by 8</p> <p>NC Link: Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Write and calculate mathematical statements for division using the multiplication tables they know, including for 2-digit numbers times 1-digit numbers, using mental and progressing to formal written methods.</p>	<p>Unit: White Rose: Multiplication and Division</p> <p>Lesson 14 – The 8 times-table Lesson 15 – The 2, 4 and 8 times-table Lesson 1 – Multiples of 10 Lesson 2 – Related calculations Lesson 3 – Reasoning and multiplication</p> <p>NC Link: Solve problems, including missing number problems, involving division. Write and calculate mathematical statements for multiplication using the multiplication tables that they know, including for 2-digit numbers times 1-digit numbers. Solve problems, including missing number problems, involving multiplication.</p>	<p>Unit: White Rose: Multiplication and Division</p> <p>Lesson 4 – Multiply a 2-digit number by 1-digit number – no exchange Lesson 5 – Multiply a 2-digit number by 1-digit number – with exchange Lesson 6 – Link multiplication and division Lesson 7 – Divide a 2-digit number by a 1-digit number – no exchange Lesson 8 - Divide a 2-digit number by a 1-digit number – flexible partitioning</p> <p>NC Link: Write and calculate mathematical statements for multiplication using the multiplication tables that they know, including for 2-digit numbers times 1-digit numbers, using mental and progressing to formal written methods.</p>	<p>Unit: White Rose: Multiplication and Division</p> <p>Lesson 9 - Divide a 2-digit number by a 1-digit number – with remainders Lesson 10 – Scaling Lesson 11 – How many ways?</p> <p>NC Link: Solve problems, including missing number problems, involving multiplication and division.</p>
	Science	<p>Unit: Rocks</p> <p><u>Lesson: Where do rocks come from?</u></p> <p>NC Link: compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p>	<p>Unit: Rocks</p> <p><u>Lesson: How can rocks be grouped by their characteristics?</u></p> <p>NC Link: compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Making systematic and careful observations</p>	<p>Unit: Rocks</p> <p><u>Lesson: How can we find out how quickly different rocks erode?</u></p> <p>NC Link: : compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p>	<p>Unit: Rocks</p> <p><u>Lesson: What uses do different types of rock have?</u></p> <p>NC Link: compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p>	<p>Unit: Rocks</p> <p><u>Lesson: How is soil formed?</u></p> <p>NC Link: recognise that soils are made from rocks and organic matter</p>	<p>Unit: Rocks</p> <p><u>Lesson: What is a fossil and how are they formed?</u></p> <p>NC Link: : describe in simple terms how fossils are formed when things that have lived are trapped within rock</p>	<p>Unit: Experiments</p> <p>asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations gathering, recording, classifying and presenting data recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p>

	Computing	<p><u>Teach Computing: Animation</u></p> <p><u>Lesson: Can a picture move?</u></p> <p><u>NC Link:</u> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p><u>Teach Computing: Animation</u></p> <p><u>Lesson: Frame by frame</u></p> <p><u>NC Link:</u> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p><u>Teach Computing: Animation</u></p> <p><u>Lesson: What's the story?</u></p> <p><u>NC Link:</u> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p><u>Teach Computing: Animation</u></p> <p><u>Lesson: Picture Perfect</u></p> <p><u>NC Link:</u> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p><u>Teach Computing: Animation</u></p> <p><u>Lesson: Evaluate and make it great!</u></p> <p><u>NC Link:</u> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p><u>Teach Computing: Animation</u></p> <p><u>Lesson: Lights, camera, action!</u></p> <p><u>NC Link:</u> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	
	Art & Design			<p><u>Unit: TONE</u></p> <p><u>Lesson: Exploring tone</u> Where can I find different tones?</p> <p><u>NC Link:</u> taught about great artists, architects and designers in history. 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] to create sketch books to record their observations and use them to review and revisit ideas</p>	<p><u>Unit: TONE</u></p> <p><u>Lesson: Exploring Tone</u> How can I use different tones?</p> <p><u>NC Link:</u> 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] to create sketch books to record their observations and use them to review and revisit ideas</p>	<p><u>Unit: TONE</u></p> <p><u>Lesson: Designing a stone age painting</u> Can I use tone to create a stone age painting?</p> <p><u>NC Link:</u> 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] to create sketch books to record their observations and use them to review and revisit ideas</p>		

	Design & Technology	<p>Unit: Food</p> <p><u>Lesson: Make</u> How can I make my Stone Age meal?</p> <p>NC Link: select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	<p>Unit: Food</p> <p><u>Lesson: Evaluate</u> How successful was my Stone Age meal?</p> <p>NC Link: select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>					
	Geography		<p>Unit: The UK</p> <p><u>Lesson: Place Knowledge</u></p> <p>How are the UK and other countries different?</p> <p>NC Link: understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America</p> <p><u>British Values:</u> Democracy</p>	<p>Unit: The UK</p> <p><u>Lesson: Locational Knowledge</u></p> <p>How has the UK changed?</p> <p>NC Link: name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>			<p>Unit: The UK</p> <p><u>Lesson: Map Skills and Field Work</u></p> <p>Can I travel through the UK?</p> <p>NC Link: use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>	
	History	<p>Unit: The Stone Age</p> <p><u>Lesson: Life and Death</u></p> <p>What was Skara Brae?</p> <p>NC Link: a non-European society that provides contrasts with British history</p> <p>Cross curricular – geography – locational</p>			<p>Unit: The Stone Age</p> <p><u>Lesson: Cause and Significant Events</u></p> <p>How did Bronze replace stone in the Bronze Age?</p> <p>NC Link: a non-European society that provides contrasts with British history</p>	<p>Unit: The Stone Age</p> <p><u>Lesson: Consequence and Legacy</u></p> <p>What was life like in an Iron Age hill fort?</p> <p>NC Link: a non-European society that provides contrasts with British history</p>		Unit: End of Unit Quiz/Activity

	MFL	<u>Unit: Twinkl Spanish – My Body</u> <u>Lesson 1 – Classroom Instructions</u> <u>NC Link:</u> listen attentively to spoken language and show understanding by joining in and responding speak in sentences, using familiar vocabulary, phrases and basic language structures read carefully and show understanding of words, phrases and simple writing present ideas and information orally to a range of audiences describe people, places, things and actions orally* and in writing	<u>Unit: Twinkl Spanish – My Body</u> <u>Lesson 2 – Parts of the Body</u> <u>NC Link:</u> listen attentively to spoken language and show understanding by joining in and responding speak in sentences, using familiar vocabulary, phrases and basic language structures read carefully and show understanding of words, phrases and simple writing present ideas and information orally to a range of audiences describe people, places, things and actions orally* and in writing	<u>Unit: Twinkl Spanish – My Body</u> <u>Lesson 3 – Actions</u> <u>NC Link:</u> listen attentively to spoken language and show understanding by joining in and responding speak in sentences, using familiar vocabulary, phrases and basic language structures read carefully and show understanding of words, phrases and simple writing present ideas and information orally to a range of audiences describe people, places, things and actions orally* and in writing	<u>Unit: Twinkl Spanish – My Body</u> <u>Lesson 4 – Colours</u> <u>NC Link:</u> listen attentively to spoken language and show understanding by joining in and responding speak in sentences, using familiar vocabulary, phrases and basic language structures read carefully and show understanding of words, phrases and simple writing present ideas and information orally to a range of audiences describe people, places, things and actions orally* and in writing	<u>Unit: Twinkl Spanish – My Body</u> <u>Lesson 5 – Clothes: What’s in the Wardrobe?</u> <u>NC Link:</u> listen attentively to spoken language and show understanding by joining in and responding speak in sentences, using familiar vocabulary, phrases and basic language structures read carefully and show understanding of words, phrases and simple writing present ideas and information orally to a range of audiences describe people, places, things and actions orally* and in writing	<u>Unit: Twinkl Spanish – My Body</u> <u>Lesson 6 – Clothes: What Are You Wearing?</u> <u>NC Link:</u> listen attentively to spoken language and show understanding by joining in and responding speak in sentences, using familiar vocabulary, phrases and basic language structures read carefully and show understanding of words, phrases and simple writing present ideas and information orally to a range of audiences describe people, places, things and actions orally* and in writing	<u>Recap key vocabulary</u>
	Music	<u>Charanga Unit: Playing in a Band</u> Lesson 1 – Love What We Do (Part 1)	<u>Charanga Unit: Playing in a Band</u> Lesson 2 – Love What We Do (Part 2)	<u>Charanga Unit: Playing in a Band</u> Lesson 3 – When The Saints Go Marchin’ In (Part 1)	<u>Charanga Unit: Playing in a Band</u> Lesson 4 – When The Saints Go Marchin’ In (Part 2)	<u>Charanga Unit: Playing in a Band</u> Lesson 5 – My Bonnie Lies Over The Ocean	<u>Charanga Unit: Playing in a Band</u> Lesson 6 – Assessment Checkpoint	Learning songs for Christmas concert – using some Makaton actions.
	PE	<u>Unit: Multi-skills and Dance</u> Use running, jumping, throwing and catching in isolation and combination. Perform dances using a range of movement patterns. <u>NC Link:</u> Develop flexibility, strength, technique, control and balance.	<u>Unit: Multi-skills and Dance</u> Use running, jumping, throwing and catching in isolation and combination. Perform dances using a range of movement patterns. <u>NC Link:</u> Develop flexibility, strength, technique, control and balance.	<u>Unit: Multi-skills and Dance</u> Use running, jumping, throwing and catching in isolation and combination. Perform dances using a range of movement patterns. <u>NC Link:</u> Develop flexibility, strength, technique, control and balance.	<u>Unit: Multi-skills and Dance</u> Use running, jumping, throwing and catching in isolation and combination. Perform dances using a range of movement patterns. <u>NC Link:</u> Develop flexibility, strength, technique, control and balance.	<u>Unit: Multi-skills and Dance</u> Use running, jumping, throwing and catching in isolation and combination. Perform dances using a range of movement patterns. <u>NC Link:</u> Develop flexibility, strength, technique, control and balance.	<u>Unit: Multi-skills and Dance</u> Use running, jumping, throwing and catching in isolation and combination. Perform dances using a range of movement patterns. <u>NC Link:</u> Develop flexibility, strength, technique, control and balance.	
	RE	<u>Unit: Christmas</u> <u>Lesson: EXPLORE</u> What is the most significant part for Christians today?	<u>Unit: Christmas</u> <u>Lesson: EXPLORE</u> What is the most significant part for Christians today?	<u>Unit: Christmas</u> <u>Lesson: REVEAL</u> What is the most significant part for Christians today?	<u>Unit: Christmas</u> <u>Lesson: REVEAL</u> What is the most significant part for Christians today?	<u>Unit: Christmas</u> <u>Lesson: REVEAL</u> What is the most significant part for Christians today?	<u>Unit: Christmas</u> <u>Lesson: RESPOND</u> What is the most significant part for Christians today?	<u>Unit: Christmas</u> <u>Lesson: RESPOND</u> What is the most significant part for Christians today?

	PSHE	<p><u>Jigsaw Unit: Celebrating difference</u></p> <p><u>Lesson: Families</u></p> <p>I can understand that everybody’s family is different and important to them.</p> <p>I recognise and appreciate my family/the people who care for me.</p> <p>Pc – Being married or in a civil partnership</p> <p>Being pregnant or on maternity leave</p>	<p><u>Jigsaw Unit: Celebrating Difference</u></p> <p><u>Lesson: Family Conflict</u></p> <p>I understand that differences and conflicts sometimes happen among family members.</p> <p>I know how to calm myself down and can use the ‘Solve it together’ technique</p>	<p><u>Jigsaw Unit: Celebrating Difference</u></p> <p>Lesson: Witness and Feeling</p> <p>I know what it means to be a witness to bullying. I can recognise some ways of helping to make someone who is bullied feel better</p>	<p><u>Jigsaw Unit: Celebrating Difference</u></p> <p><u>Lesson: Witness and Solutions</u></p> <p>I can recognise witnesses can make it better/worse by what they do.</p> <p>I can learn how to problem solve a bullying situation with others.</p>	<p><u>Jigsaw Unit: Celebrating Difference</u></p> <p><u>Lesson: Words that harm</u></p> <p>I can recognise that some words are used in hurtful ways</p> <p>I will try hard not to use hurtful words (e.g. gay, fat.)</p> <p>Pc – Gender reassignment</p> <p>Cross curricular – English – class rules</p>	<p><u>Jigsaw Unit: Celebrating Difference</u></p> <p><u>Lesson: Compliments</u></p> <p>I can tell you about a time when my words affected someone’s feelings and what the consequences were.</p> <p>I can give and receive compliments and know how this feels</p>	
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