

Year 3 Autumn 2 Explore and Enquire MTP

Reading for Pleasure Class Novel: George's Marvellous Medicine

Theme: Stone Age

Driver: History

The Big Question: How did Britain change from the Stone Age to the Iron Age?



WC 31.10.22

WC 7.11.22

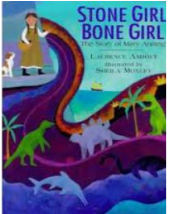

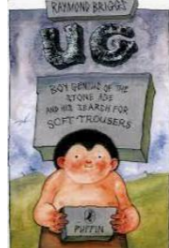
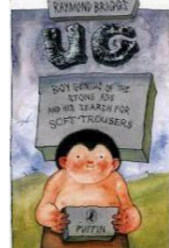

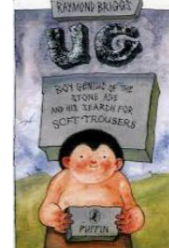
WC 14.11.22

WC 21.11.22

WC 28.11.22

WC 5.12.22

WC 12.12.22

	English	<p>Unit: Biography</p> <p>Supporting Text: Stone Girl, Bone Girl: The Story of Mary Anning</p>  <p>NC Link: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although in non-narrative material, using simple organisational devices [for example, headings and sub-headings] using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns</p>	<p>Unit: Biography</p> <p>Supporting Text: Stone Girl, Bone Girl: The Story of Mary Anning</p>  <p>NC Link: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although in non-narrative material, using simple organisational devices [for example, headings and sub-headings] using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns</p> <p style="text-align: center;">Cross curricular - history</p>	<p>Unit: Setting Description</p> <p>Supporting Text: Ug Boy Genius of the Stone Age</p>  <p>NC Link: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns</p>	<p>Unit: Setting Description</p> <p>Supporting Text: Ug Boy Genius of the Stone Age</p>  <p>NC Link: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns</p>	<p>Unit: Recount</p> <p>Supporting Text: Ug Boy Genius of the Stone Age</p>  <p>NC Link: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although in non-narrative material, using simple organisational devices [for example, headings and sub-headings] using conjunctions, adverbs and prepositions to express time and cause choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns</p>	<p>Unit: Recount</p> <p>Supporting Text: Ug Boy Genius of the Stone Age</p>  <p>NC Link: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although in non-narrative material, using simple organisational devices [for example, headings and sub-headings] using conjunctions, adverbs and prepositions to express time and cause choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns</p>	<p>Letter</p> <p>Letter for a loved one at Christmas.</p>
	Enrichment	<p>Launch: Virtual tour museum- Ice Age to Iron Age https://greatnorthmuseum.org.uk/visit-us/virtual-tours-ice-age-to-iron-age-family-friendly</p> <p>Key Questions: Would you survive living in the Stone Age? What would life have been like in the Stone Age? How is life similar or different now?</p> <p>Media/Visual Literacy: https://joyofmuseums.com/prehistoric-art-and-artifacts-virtual-tour/</p>						

	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><u>Text: George’s Marvellous Medicine</u></p> <p><u>Bonfire Night</u></p> <p><u>NC Link:</u> 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><u>Text: George’s Marvellous Medicine</u></p> <p><u>Remembrance Day</u></p> <p><u>NC Link:</u> 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><u>Text: George’s Marvellous Medicine</u></p> <p><u>Anti-Bullying Week</u></p> <p><u>NC Link:</u> 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><u>Text: George’s Marvellous Medicine</u></p> <p><u>Roald Dahl</u></p> <p><u>NC Link:</u> 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><u>Text: George’s Marvellous Medicine</u></p> <p><u>Celebrating Differences</u></p> <p><u>NC Link:</u> 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><u>Text: George’s Marvellous Medicine</u></p> <p><u>Stone Age</u></p> <p><u>NC Link:</u> 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><u>Text: George’s Marvellous Medicine</u></p> <p><u>Christmas</u></p> <p><u>NC Link:</u> 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</p> <p>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 – Multiple a 2-digit number by 1-digit number – no exchange Lesson 5 – Multiple 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>

Computing	Teach Computing: Animation <u>Lesson: Can a picture move?</u> NC Link: 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.	Teach Computing: Animation <u>Lesson: Frame by frame</u> NC Link: 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.	Teach Computing: Animation <u>Lesson: What's the story?</u> NC Link: 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.	Teach Computing: Animation <u>Lesson: Picture Perfect</u> NC Link: 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.	Teach Computing: Animation <u>Lesson: Evaluate and make it great!</u> NC Link: 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.	Teach Computing: Animation <u>Lesson: Lights, camera, action!</u> NC Link: 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.		
	Art & Design			Unit: TONE <u>Lesson: Exploring tone</u> Can I comment on artworks using visual language? Can I respond to art from other cultures and time periods? NC Link: 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	Unit: TONE <u>Lesson: Exploring Tone</u> Can I use a number of brush techniques using thick and thin brushes? Can I select the correct type/size of brush for the activity? NC Link: 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	Unit: TONE <u>Lesson: Designing a stone age painting</u> Can I mix paints to create shades and tints to match purpose- e.g., skin tone, backgrounds? NC Link: 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		
	Design & Technology							

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: Democracy</u></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>		<u>Unit: End of Unit Quiz/Activity</u>
MFL	<p>Unit: Twinkl Spanish – My Body</p> <p><u>Lesson 1 – Classroom Instructions</u></p> <p>NC Link: 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</p>	<p>Unit: Twinkl Spanish – My Body</p> <p><u>Lesson 2 – Parts of the Body</u></p> <p>NC Link: 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</p>	<p>Unit: Twinkl Spanish – My Body</p> <p><u>Lesson 3 – Actions</u></p> <p>NC Link: 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</p>	<p>Unit: Twinkl Spanish – My Body</p> <p><u>Lesson 4 – Colours</u></p> <p>NC Link: 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</p>	<p>Unit: Twinkl Spanish – My Body</p> <p><u>Lesson 5 – Clothes: What’s in the Wardrobe?</u></p> <p>NC Link: 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</p>	<p>Unit: Twinkl Spanish – My Body</p> <p><u>Lesson 6 – Clothes: What Are You Wearing?</u></p> <p>NC Link: 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</p>	Recap key vocabulary

	Music	Charanga Unit: Playing in a Band Lesson 1 – Love What We Do (Part 1)	Charanga Unit: Playing in a Band Lesson 2 – Love What We Do (Part 2)	Charanga Unit: Playing in a Band Lesson 3 – When The Saints Go Marchin’ In (Part 1)	Charanga Unit: Playing in a Band Lesson 4 – When The Saints Go Marchin’ In (Part 2)	Charanga Unit: Playing in a Band Lesson 5 – My Bonnie Lies Over The Ocean	Charanga Unit: Playing in a Band Lesson 6 – Assessment Checkpoint	Learning songs for Christmas concert – using some Makaton actions.	
	PE	Unit: Hockey and Dodgeball Use running, jumping, throwing and catching in isolation and combination. Perform dances using a range of movement patterns. NC Link: Develop flexibility, strength, technique, control and balance.	Unit: Hockey and Dodgeball Use running, jumping, throwing and catching in isolation and combination. Perform dances using a range of movement patterns. NC Link: Develop flexibility, strength, technique, control and balance.	Unit: Hockey and Dodgeball Use running, jumping, throwing and catching in isolation and combination. Perform dances using a range of movement patterns. NC Link: Develop flexibility, strength, technique, control and balance.	Unit: Hockey and Dodgeball Use running, jumping, throwing and catching in isolation and combination. Perform dances using a range of movement patterns. NC Link: Develop flexibility, strength, technique, control and balance.	Unit: Hockey and Dodgeball Use running, jumping, throwing and catching in isolation and combination. Perform dances using a range of movement patterns. NC Link: Develop flexibility, strength, technique, control and balance.	Unit: Hockey and Dodgeball Use running, jumping, throwing and catching in isolation and combination. Perform dances using a range of movement patterns. NC Link: Develop flexibility, strength, technique, control and balance.	Unit: Hockey and Dodgeball Use running, jumping, throwing and catching in isolation and combination. Perform dances using a range of movement patterns. NC Link: Develop flexibility, strength, technique, control and balance.	
	RE	Unit: Christmas <u>Lesson: EXPLORE</u> What is the most significant part for Christians today?	Unit: Christmas <u>Lesson: EXPLORE</u> What is the most significant part for Christians today?	Unit: Christmas <u>Lesson: REVEAL</u> What is the most significant part for Christians today?	Unit: Christmas <u>Lesson: REVEAL</u> What is the most significant part for Christians today?	Unit: Christmas <u>Lesson: REVEAL</u> What is the most significant part for Christians today?	Unit: Christmas <u>Lesson: REVEAL</u> What is the most significant part for Christians today?	Unit: Christmas <u>Lesson: RESPOND</u> What is the most significant part for Christians today?	Unit: Christmas <u>Lesson: RESPOND</u> What is the most significant part for Christians today?
	PSHE	Keeping/ Staying Healthy Medicine Assessment – Summative <i>SG – Health and Mental Health, Drug Education</i> <i>BV – D, IL</i>							