Sandal Primary School Medium Term Planning and Weekly Overview

Year Group: Year 3

Theme: School of Rock
Term: Autumn 2

Hook: Cliffe Castle trip **End point:**

Week	1	2	3	4	5	6	7
	30th October **3S and 3P visit to Cliffe Castle Thursday 2nd November** **Outdoor Learning 3P Weds**	**6th November** **STEM week**	**13th November** **Outdoor Learning 3S Weds** **Anti Bullying Week- Make a noise about bullying** **17th- Non Uniform Day**	**20th November** **Outdoor Learning 3P Weds**	**27th November** **Outdoor Learning 3S Weds** **Weds 29th Parents Eve 3.30-8pm** **Thurs 30th Parent Eve 2-5.30pm**	**4th December**	**11th December** **14th KS2 parties** **11th- Christmas Dinner and Jumper Day** **12th- KS1 Nativity 2pm**
CROSS CURRICULAR COMPUTING	**Learn by Heart practise via a kahoot quiz**	**GEOGRAPHY** Activity - label a volcano OR write a fact file of what you know PUPLE MASH CHROME BOOKS	**SCIENCE** **Purple Mash Types of Rock quiz** **STARTER**	**SPELLING** **EDSHED practise Kahoot - spelling lists**	**DT** **Purple Mash - nets of shapes**	**MATHS** **TTRS**	**SPELLING** **EDSHED practise Kahoot - spelling lists**
Learn by Hearts **Plus links to online games**	**Term 1 – test due to holiday and trip.** **Give out new LO ready for testing next week.**	Add or subtract mentally a one-digit number or multiple of 10 to or from any two-digit number without crossing 10.	Add or subtract mentally a one-digit number or multiple of 10 to or from any two-digit number without crossing 10.	**5 x table and 10 x table and known division facts**	**5 x table and 10 x table and known division facts**	**3 X table**	**3 x times table**
Poetry Instructions **Key text – Stone Girl Bone Girl** **Novel Study –**	**PHASE 1** **Immerse yourself!** ACTIVITY 1 - Diary Entry ACTIVITY 2 - Setting **PHASE 2 - WAGOLL** Immersion into WAGOLL Activity 1 - What makes a set of successful instructions?	**PHASE 2 CONT** ACTIVITY 2 - EXPLORATION OF WAGOLL - identify structure and GPS elements - introduce the success criteria for a good set of instructions? ACTIVITY 3 - Guided comprehension based on the WAGOLL. **GPS 1**: Indefinite articles a/ an – practise worksheet	**GPS 2:** EXS - WTS Y3 - extended subordinating conjunctions from Year 3 If Since As When Although While After Before Until Because WTS Y2 - consolidating Year 2 subordinating conjunctions - when that because so ALL subordinate clauses	**PHASE 3** **Modelled/Shared/Guided write:** Plan and write a set of instructions how to make a Curiosities cabinet using subordinate clauses.	**Hot task:** 2023-4 - how to make a box for Curiosities (DT cross curricular link) How to make a volcano https://www.raisingdragons.com/easy-volcano-experiment-age-3-8/ or https://www.thoughtco.com/baking-soda-volcano-science-fair-project-602202 Children taught to 'edit' as they go along to improve their work Self and peer assessment based on success criteria (editing) Final teacher mark to success criteria	Hotter task: Editing and improving writing Based on marking and feedback, children edit a specific paragraph (editing flaps)	Performance poetry 

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Writing Spirals to fill gaps identified in Autumn GPS paper-	**Demarcating sentences** sentence types correct punctuation coherency	**Plurals** s and es endings ies endings + sentence types + coherency	indefinite articles + conjunctions sentence types commas in a list	use a suffix to change the tense using ed + ing verbs rewrite in past tense	**Suffixes - er** contractions adjectives	**suffixes - est** **nouns** prepositions	**Conjunctions** WTS Y3 - extended range, as per English journey WTS Y2 - that when because so SEND - and
Spelling	Step 7: Words with the prefix 're- redo, return, refresh, redecorate, reappear, review, replay, reaction, rebound, revenge	Step 8: Words with the prefix 'dis-' disappoint, disobey, disappear, disapprove, disable, dislike, dislocate, disadvantage, dislodge, disagree	Step 9: Words with the prefix 'mis-' mistake, mislead, misbehave, misspell, misplace, misread, mistrust, misunderstanding, misuse, mislaid	Step 10: Words where '-ing', '-er' and '-ed' are added to multisyllabic words developing, developed, limiting, covering, limited, gardening, gardener, covered, listening, listened	Step 11: Words where '-ing', '-en' and '-ed' are added to multisyllabic words forgetting, forgotten, beginning, propelled, preferred, permitted, regretting, committed, forbidden, equipped	Step 12: Challenge Words centre, disappear, heart, minute, regular, decide, early, learn, notice, therefore	Recap Common Exception words
Spelling Ed Shed **Y2** **Y3** **Spelling Shed**	child most Earth Island Return Refresh Redo Replay	Prove Improve Busy Breath Disappear Dislike Disagree Disable	Only Hour Early Heart Mistake Mislead Misplace Misread	Who Whole Eight Caught Developing Limiting Limited Listening	Great Break Steak Could Beginning Forgetting Regretting Equipped	Father Christmas People Again Regular Disappear Notice Therefore	This half term's focus CEW eight caught heart breath busy early island earth
VIPERS	**Fiction**	**Non Fiction** Mary Anning (Great Women Who Changed History)	**Fiction** Kid Normal	**Poem** Winter's Lament	**Non fiction** The Street Beneath My Feet	**Video** Mog's Christmas Calamity	Edgar the Dragon
Maths **WR Steps highlighted throughout maths and arithmetic**	**Number Addition and Subtraction** Step 13 - Add 2 numbers across a 10	**Number Addition and Subtraction** Step 15 - Subtract 2 numbers across a 10 Step 16 - Subtract 2 numbers across 100	**Number Addition and Subtraction** Step 20 - Estimate Answers	**Multiplication** Introduction to Grid method (Sandal Calculation Policy) Step 3, 4 and 6 Multiply by 2, 3 5 and 10	**Multiplication** Step 9 and 12 - Multiply by 4 and 8 **Division** Step 5 - Sharing and grouping recap	**Division** Introduce bus stop method (Sandal Calculation Policy) Step 7 - Divide by 3 Step 10 - Divide by 4	**Division** Step 13 - Divide by 8

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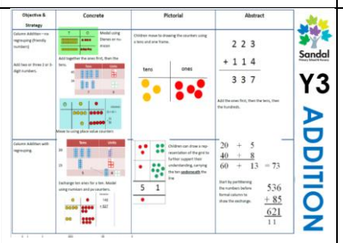
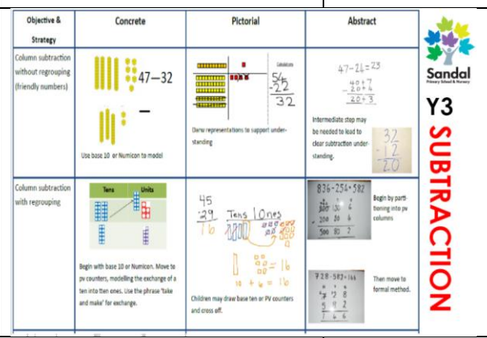
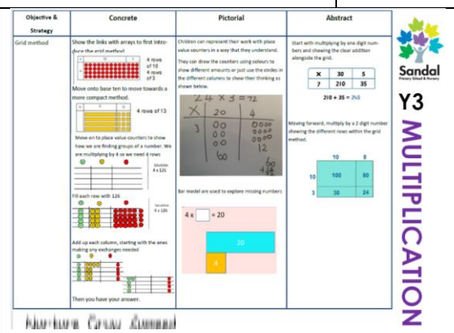
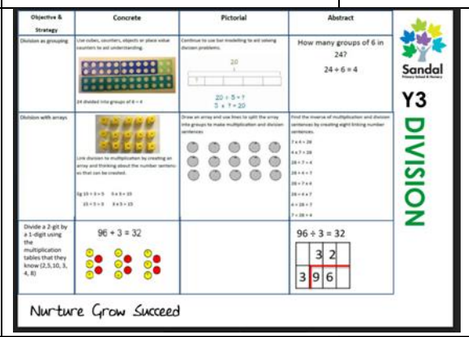
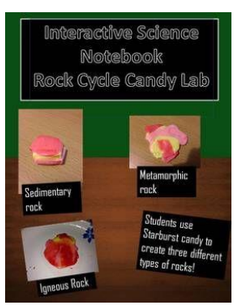
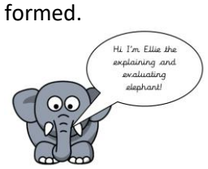
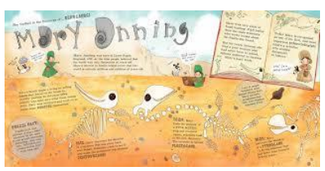
	Step 14 - Add 2 numbers across 100		Step 21 - Inverse Operation - **Multiplication** Step 1 - Equal Groups recap Step 2 - Use Arrays recap				
Maths spirals based on gaps **Arithmetic**	**Mixed operations** **Multiples of 2**	**Step 4 - Multiples of 5 and 10 (WR)** **Compliments to 100 (WR STEP 19)**	**Add and subtract multiples of 10** **Step 8 - 3 Times table (WR)**	**10 and 100 more and less than a number including crossing 100** **Step 11 4 times table (WR)**	**add two 2 digit numbers** **Step 14 - 8 times table (WR)**	**Inverse with 2 and 3 digit numbers** **Step 14 - 8 times table (WR)**	**Times table mixed**
Maths Policy							
Science ***Rocks*** ***sandstone, granite, chalk, limestone, marble, pumice, rough, smooth, rock, stone, pebble, texture, particle, crystal, granule, properties, soil, clay, sandy, loam, peat, organic materials, weather, weathering, frost, beach, cliff, trilobite, starfish, sea urchin, ammonit, fossil, fossilise, remains*** ***REMEMBER - stones and pebbles are small pieces of rock*** ***the word stone and rock mean the same*** ***that rock sits below everything on Earth - even when it can't be seen*** ***to use the term 'ABSORB' in terms of permeability***	**TRIP FOLLOW UP …How are rocks formed?** Rock cycle  **Key vocab:** Igneous, sedimentary, metamorphic,	**Types of Rocks** *links to lesson 1 TEACHING FRAMEWORK HANDBOOK- what different types of rocks are there?* Compare different kinds of rocks based on their appearance in the context of understanding the difference between natural and human-made rocks. • I can compare different types of rocks. • I can make systematic and careful observations. • I can group rocks based on their properties.	**Grouping Rocks** *links to lesson 2 - which rock is which?* **Purple Mash Types of Rock quiz** **STARTER** **Investigation** Group together different kinds of rocks on the basis of their simple physical properties in the context of natural rocks. • I can make systematic and careful observations. 	**Fantastic Fossils** Describe in simple terms how fossils are formed when things that have lived are trapped within rock by explaining the fossilisation process and by comparing fossils to the animals they belong to. • I can explain how fossils are formed. 	**Mary Anning** (linked to VIPERS) Identifying changes related to simple scientific ideas in the context of theories about fossils. • I can explain Mary Anning's contribution to palaeontology  **Key Vocab:** Mary Anning, fossils, ichthyosaur, trace fossils, coprolite, dinosaurs, Jurassic, Lyme	**Soil Formation** Recognise that soils are made from rocks and organic matter by explaining how soil is formed. • I can explain how soil is formed. **Key Vocab**: Soil, formation, formed, rock, organic matter, animals, top soil, sub soil, base rock, additions, losses, translocations, transformations.	**Soil Profiles** Making systematic and careful observations in the context of investigating the permeability of different soils. • I can observe carefully and systematically. Recording findings using simple scientific language. Reporting on findings from enquiries, including presentations of results and conclusions. Children will present their findings using the key science vocabulary for this lesson. • I can present my findings using scientific vocabulary ROCKSTAR DAY

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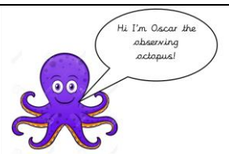
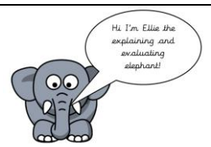
	rocks, group, properties, permeable, impermeable, hard, soft, durable, buoyancy, split.	   **Key vocab**: Igneous, sedimentary, metamorphic, rocks, group, properties, permeable, impermeable, hard, soft, durable, buoyancy, split.	 **Key vocab:** Igneous, sedimentary, metamorphic, rocks, group, properties, permeable, impermeable, hard, soft, durable, buoyancy, split.	 **Key vocab**: Fossil, sedimentary, fossilisation, animals, bones, chemical fossils, change, body fossils, trace fossils, layers, pressure, coprolite, trackways, footprints.	Regis, seaside, beach, poverty, scientists, William Buckland.		This lesson will be covered in outdoor learning.
Geography Locational Knowledge *Where can Volcanoes be located? Look on maps.* Place Knowledge Human and Physical ***Checkpoint:** What are Volcanoes?* ***Checkpoint:** What are earthquakes?* Geographical Skills	<u>Human and physical geography</u> <u>What is Climate?</u> <u>LO:</u> To understand the position and significance of lines of latitude. <u>Success Criteria:</u> I can identify significant lines of latitude. I can begin to explain why we have	<u>Human and physical geography</u> <u>Where is Antarctica?</u> <u>LO:</u> To describe the location and physical features of Antarctica. Success Criteria I can describe the weather and landscape in Antarctica.	<u>Human and physical geography</u> <u>Who lives in Antarctica?</u> <u>LO:</u> To describe the human features of Antarctica. Success criteria I can state who visits and lives in Antarctica. I can explain how people adapt to	<u>Human and physical geography</u> <u>Who is Shackleton?</u> <u>LO:</u> To use four-figure grid references to plot Shackleton's route to Antarctica. Success criteria I can explain who Shackleton was and describe his expedition. I can use four-figure grid references to plot a route. I can discuss similarities and differences between	<u>Fieldwork</u> <u>Can we plan an expedition around school?</u> <u>LO:</u> To plan a simple route on a map using compass points. Success criteria I can zoom in and out of a digital map. I can give instructions using the points of a compass.	<u>Fieldwork</u> <u>How did our expedition go?</u> <u>LO:</u> <u>To follow instructions involving compass points and map a simple route.</u> <u>Success Criteria</u> I can begin to follow instructions using the eight points of a compass. I can map the route taken on a map. I can evaluate my expedition.	

	different seasons in each hemisphere. I can describe the global climate zones. Key Vocabulary lines of latitude lines of longitude hemisphere climate climate zone	I can use an atlas and globe to locate Antarctica. I can describe the physical features of Antarctica Key Vocabulary Desert Treaty Scale bar Cross-section Ice shelf Ice sheet Drifting ice Iceberg	life in a polar climate. I can describe what research is done in Antarctica. Key vocabulary adaptation tilt wilderness research tourism mapping	Antarctica and the UK. Key vocabulary explorer four-figure grid reference plot similarity difference intention expedition	I can identify human and physical features on a map. Key vocabulary four points of the compass eight points of the compass route direction destination comparing	Key vocabulary evaluate magnetic magnetic field improvement	
History							

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Design Technology **Shell Structures: Making a gift box for christmas biscuits!** Vocab and Glossary Cuboid – a solid body with rectangular sides. Edge – where two surfaces meet at an angle. Face – a surface of a geometric shape. Font – a printer's term meaning the style of lettering being used. Net – the flat or opened-out shape of an object such as a box. Prism – a solid geometric shape with ends that are similar, equal and parallel. Scoring – cutting a line or mark into sheet material to make it easier to fold. Shell structure – a hollow structure with a thin outer covering. Vertex – used to refer to the corners of a solid geometric shape, where edges meet.	**HOOK - Biscuits - oh no, the box got squashed in my bag! They were a xmas gift. How can we make sure that biscuits boxes stay in shape in a Xmas stocking?** Prior learning • Experience of using different joining, cutting and finishing techniques with paper and card. • A basic understanding of 2-D and 3-D shapes in mathematics and the physical properties and everyday uses of materials in science.	**IDEAS -** Children investigate a collection of different shell structures including packaging - purpose of the shell structure – protecting,containing, presenting? What material is it made from? How has it been constructed? Are the materials recyclable or reusable? How has it been stiffened i.e. folded, corrugated, ribbed, laminated? What size/shape/colour is it? What information does it show and why? How attractive is the design? • Evaluate existing products - which designs are the most effective? Discuss graphics including colours/impact of style/logo/size of font. Opportunities to judge the suitability of the shell structures for their intended users and purposes.	**IDEAS -** Children take a small package apart identifying and discussing parts of a net including the tabs e.g. How are different faces of the package arranged? How are the tabs used to join the 'free' edges of the net? LOOK AT A DESIGNER NEXT TIME!	**FOCUSSED TASKS -** Children practise making nets out of card, joining flat faces with masking tape to create 3-D shapes. Experiment with assembling in nets in numerous ways. • Demonstrate skills and techniques of scoring, cutting out and assembling using pre-drawn nets. Then allow children to practise by constructing a simple box. Show how a window could be cut out and acetate sheet added. • Demonstrate how to use different ways of stiffening and strengthening their shell structures e.g. folding and shaping, corrugating, ribbing, laminating. Provide opportunities for the children to practise these and to carry out tests to find out where their structures might need to be strengthened or stiffened. • Children discuss and explore the graphics techniques and media that could be used to achieve the desired appearance of their products. •	**Designing** Develop a design brief collaboratively with the children within a context which is authentic and meaningful, that can be used to guide the development and evaluation of children's products e.g.Who is the user and what is the intent? How will the purpose and user affect your design decisions? How will we know that we have designed and made successful products? use this for continuous and iterative evaluation • Use annotated sketches and prototypes to develop, model and communicate their ideas for the product (see POAP) •CROSS CURRICULAR LINK - ENGLISH HOT WRITE Identify the main stages of making and the appropriate tools and skills they learnt through focused tasks. CROSS CURRICULAR COMPUTING LINK - Purple Mash nets Practise using computer-aided design (CAD) software to design the net, text and graphics for their products according to purposes.	**Making** • Select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy. • Explain their choice of materials according to functional properties and aesthetic qualities. • Use finishing techniques suitable for the product they are creating.	**Evaluating** • Test and evaluate their own products against design criteria and the intended user and purpose. **Will your biscuits boxes stay in shape in a Xmas stocking?**

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Art **Watercolours** **Skills:** Paint pictures using a variety of paints (including ones they have mixed), brushes and brush strokes Note down how artists have used paint and techniques to create shapes, textures, patterns and lines	Last lesson not covered - shading and drawing. draw a view from bottom of school field - valley and hill. **Pre learn - paint a picture in water colour - observe what the children know. Did they use a wet background?** **Can they blend colours?**	**Watercolours** Use PP to talk about the History of Watercolour and how it evolved. **LO: to explore techniques when blending watercolour paint.** Recap on colour mixing. How do we mix primary colours to make secondary colours? Can they name the colours? How can we create different shades and tones? Teach techniques when applying watercolour. Wet the paper and applying paint to the wet surface. https://www.youtube.com/watch?v=7CkFl0zcP0M	**Watercolours** LO: To use apply techniques when using watercolours. Show the children the tutorial - using watercolour to create mountain scenes. Stop the tutorial intermittently and allow the children to copy each one. Think about the choice of colour to create a realistic mountain scape. Draw attention to blending the watercolours (previous lesson). https://www.youtube.com/watch?v=3kRgaIuG2uk	**Watercolours** LO: To use apply techniques when using watercolours. Children to paint a watercolour mountain scene following the tutorial. https://www.youtube.com/watch?v=Y0acgkhbvS0 Children can choose their own colours to make their painting more individual.	**Watercolours** Introduction to Hokusai. Short video clip. Geography links - look at where he came from (japan/ Tokyo) and Mount Fuji. Look at the works of Hokusai. Class discussion - what does he like to paint? Mountains. Discus his artwork. What do they obseve. 		
Spanish	To be able to ask how someone is and respond. ● To be able to say yes and no ● To be able to say and ask your name in Spanish. ● To understand the pronunciation of 'll' is the same as 'y' in English ● To know that in Spanish a question or exclamation mark goes at the beginning and end.	To secure understanding of greetings ● To be able to count to ten, with correct pronunciation ● To understand that 'ce', 'ci' and 'z' is pronounced with a 'th' sound. To know that uno is used as the number one and un/una is used with a noun.	To be able to count in numbers up to 20. ● The pronunciation of 'v' in Spanish is 'beh' How old are you? ● Can say their age and ask someone else how old they are. ● Can pronounce 'ñ' and 'ua' correctly. ● To be able to conjugate and say the 'yo' and 'tú' for of the verb 'tener' – to have. ● To recall numbers 1-11	Months of the year ● To understand and repeat the months. ● To pronounce 'z'and 'ci/ce' correctly.	Months of the year ● To understand numbers 21-31 ● To write the months. ● To pronounce 'ei' and 'v' correctly. ● To ask the date correctly	Days of the week ● To understand days of the week. ● To write the days. ● To pronounce 'i' correctly. ● To ask the date in Spanish.	Revision ● To recall numbers up to 31. ● To recall the days of the week. ● To recall the months of the year. ● To be able to ask what date it is and respond correctly.
P.E Handball Mindfulness	Passing and receiving the ball. Focus on keeping possession of the ball. Pupils will develop an understanding of how to win the ball back (defending), at a later stage but questions to provoke thinking are appropriate.	The focus of the learning is on using passing and moving skills (creating space) to keep possession, developing this concept into mini game situations.	The focus of the learning is to develop passing and moving, building up into mini games where pupils explore the transition between attack and defence.	The focus of the learning is to combine passing and moving to score points against another team. Pupils should be able to use their prior learning of passing and moving to move the ball up the court to create an attack.	The focus of the learning is to introduce pupils to shooting. Pupils will learn where they shoot from and why. Pupils should be able to use their prior learning of passing, moving and creating space, to move the ball up the court, creating an attack that results	The focus of the learning is to bring together the suggested sequence of learning into a level 1 tournament.	The focus of the learning is to bring together the suggested sequence of learning into a level 1 tournament.

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					in a shot at goal using the correct technique.		
	The focus of the learning is to consider how we feel in our minds and in our bodies, when we experience various emotions. Pupils will learn a variety of relaxation techniques to help combat feelings of anxiousness. Pupils will gain an awareness of how to apply these techniques in day-to-day life.	The focus of the learning is to consider how we feel in our minds and bodies when we are busy and energetic, and in contrast when we are calm and still. Pupils will learn various relaxation techniques to help them feel calm and content in their everyday lives	The focus of the learning is for pupils to learn how to hold and perform various meditative balances. Pupils will understanding the benefit of executing these balances correctly, to enable their minds and bodies to feel more relaxed.	The focus of the learning is to continue learning various meditative balances to help us feel more relaxed in our minds and bodies. Pupils will understand the benefit of executing the balances correctly. Pupils will work with a partner to improve their posture, balance and deep breathing technique	The focus of the learning is to use a prop to aid balance and focus when performing each balance. Pupils will continue working with a partner to improve their concentration, balance and deep breathing. Pupils will be introduced to the prop with an action song that focuses on the skill of balancing.	The focus of the learning is to communicate non-verbally with a partner using an imaginary prop. Pupils will show an understanding of working with others positively and understand how this can help them to apply their developing focus and balancing skills.	Pupils will show an understanding of working with others positively and understand how this can help them to apply their developing focus and balancing skills.
Music Creating Compositions - Mountains	Telling stories through music To tell a story from a piece of music through movement	Creating a soundscape To create a soundscape using percussion instruments	Story Sound Effects To create a range of sounds to accompany a story	Adding Rhythm To compose and perform a rhythm to accompany a story	Musical Mountain To compose and notate a short melody to accompany a story	Musical Mountain To compose and notate a short melody to accompany a story	Performance
PSHE **Celebrating Differences** **Working Together**	I understand that everybody's family is different and important to them I appreciate my family/the people who care for me	I understand that differences and conflicts sometimes happen among family members I know how to calm myself down and can use the 'Solve it together' technique	I know what it means to be a witness to bullying I know some ways of helping to make someone who is bullied feel better	I know that witnesses can make the situation better or worse by what they do I can problem-solve a bullying situation with others	I recognise that some words are used in hurtful ways I try hard not to use hurtful words.	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	
Computing	CODING To design and write a program that simulates a physical system. ● Children can explain how their program simulates a physical system, i.e. my vehicles move at different speeds and angles. ● Children can describe what they did to make their vehicle change angle. ● Children can show that their vehicles move at different speeds.	CODING To use repetition commands. ● Children can show how their character repeats an action and explain how they caused it to do so. ● Children are beginning to understand how the use of the timer differs from the repeat command and can experiment with the different methods of repeating blocks of code.	CODING To introduce 'if' statements. ● Children can create an 'if' statement in their program. ● Children can use a timer and 'if' statement to respond to the actions of a character and change their actions.	CODING Debugging ● Children can explain what steps to follow to debug a program. ● Children can explain what they did so that my computer program did not work. ● Children can explain how they debugged a partner's program.	CODING To introduce variables ● Children can explain what a variable is in programming. ● Children can explain why variables need to be named. ● Children can create a variable in a program. ● Children can set/change the variable values appropriately to create a timer.	GRAPHING To enter data into a graph and answer questions ● Children can set up a graph with a given number of fields. ● Children can enter data for a graph. ● Children can produce and share graphs made on the computer.	GRAPHING To solve an investigation and present the results in graphic form. ● Children have solved a maths investigation. ● Children can present the results in a range of graphical formats.

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		• Children can explain how they made objects repeat actions.					
RE MOVE ALONG AND ADD OUTCOMES COVERED BY THE TRIP.	• Why is Shabbat a special time for Jewish people? • Why do Jewish people rest on the seventh day?	• Why do Jewish people rest on the seventh day?	•Where, how and why do Jewish people worship?	• •Where, how and why do Jewish people worship? •	• Why do Jewish people treat the Torah scroll with great respect?		