

Medium Term Plan – Autumn 2

Rowans Y3

Subject	Week 1 29/10/18	Week 2 05/11/18	Week 3 12/11/18	Week 4 19/11/18	Week 5 26/11/18	Week 6 03/12/18	Week 7 10/12/18	Week 8 17/12/18
Maths	<p>NC – Multiplication and division Write and calculate mathematical statements for multiplication and division. Mental methods.</p> <p>Inspire Unit 4 Interpret the concept of multiplication as the number of groups by the number of items and as repeated addition.</p>	<p>NC – Multiplication and division Write and calculate mathematical statements for multiplication and division. Formal written methods.</p> <p>Inspire Unit 4 Interpret the concept of multiplication as the number of groups by the number of items and as repeated addition.</p>	<p>NC – Multiplication and division Write and calculate mathematical statements for multiplication and division. Formal written methods.</p> <p>Inspire Unit 4 Interpret the concept of division as sharing a number of items equally between a number of groups.</p>	<p>NC – Multiplication and division Write and calculate mathematical statements for multiplication and division. Problem solving and reasoning.</p> <p>Inspire Unit 4 Interpret the concept of division as sharing a number of items equally between a number of groups.</p>	<p>NC – Measurement Measure, compare add and subtract: lengths in cm, m, mm.</p> <p>Inspire Unit 8 Recognise the units of measurement for length. Estimate and measure 1 metre (1 m).</p>	<p>NC – Measurement Measure, compare add and subtract: mass in kg and g.</p> <p>Inspire Unit 9 Use the unit kilogram (kg) for measuring mass and have a sense of how heavy 1 kg is.</p>	<p>NC – Measurement Measure, compare add and subtract: volume/capacity ml and l.</p>	<p>NC – Measurement Measure, compare add and subtract: volume/capacity ml and l. Christmas cocktails.</p>
English	<p>Poetry Writing winter poems. NC – Recognising some different forms of poetry.</p> <p>Cold task winter poem.</p>	<p>Poetry Writing winter poems NC – Discussing words and phrases that capture the readers interest.</p> <p>Hot task recount.</p>	<p>How the tortoise got his shell NC – Using fronted adverbials.</p> <p>Cold task wishing story.</p>	<p>How the tortoise got his shell NC – Using commas after fronted adverbials.</p> <p>Hot task winter poem.</p>	<p>How the tortoise got his shell NC – Evaluate and edit by assessing own and each others work.</p>	<p>Instruction text. How to make a Rangoli pattern. NC – Organising paragraphs around a theme.</p>	<p>Instruction text. How to make a Rangoli pattern. NC – Make use of simple organisational devices e.g. headings and subheadings.</p> <p>Hot task wishing</p>	<p>Performing winter/Christmas poems. NC – Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume</p>

	Hot task – Warning story.						story.	so the meaning is clear,
SPaG	NC – Extending the range of sentences with more than one clause by using wider range of conjunctions.	NC – Extending the range of sentences with more than one clause by using wider range of conjunctions.	NC – Using fronted adverbials.	NC – Using commas after fronted adverbials.	NC – Using prepositions.	NC – Using conjunctions and adverbs to express time and cause.	NC – Using prepositions, conjunctions and adverbs to express time and cause.	School closed
Guided reading	Georges Marvellous Medicine NC – Identify and explain how meaning is enhanced through choice of words and phrases.	Georges Marvellous Medicine NC – Retrieve and record information/identify key details from fiction and non-fiction.	Georges Marvellous Medicine NC – Make comparisons within the text.	Georges Marvellous Medicine NC - Summarise main ideas from more than one paragraph.	Georges Marvellous Medicine Reviews of the book. NC – Participate in discussion about both books that are read to them and those they can read for themselves.	Playscripts Rama and Sita puppet show. CC RE/Science/DT NC – Discussing similar to tat which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	Playscripts Rama and Sita puppet show. CC RE/Science/DT NC – Preparing playscripts to read aloud and to perform.	Playscripts Rama and Sita puppet show. CC RE/Science/DT NC – Preparing playscripts to read aloud and to perform.
Science	Light NC - To recognise that we need light in order to see things and that dark is the absence of light by taking part in a 'feely bag' investigation.	Light NC - To notice that light is reflected from surfaces by choosing the most reflective material for a new book bag.	Light NC - To notice that light is reflected from surfaces by choosing the most reflective material for a new book bag.	Light NC - To recognise that light from the sun can be dangerous and that there are ways to protect our eyes by designing and advertising a pair of sunglasses or a	Light NC - To recognise that shadows are formed when the light from a light source is blocked by a solid object by investigating the best material for curtains for a	Light NC - To find patterns in the way that the size of shadows change by investigating what happens when you change the distance between the object and the	Light CC ICT and RE Making stop animation puppet show of the story of Rama and Sita.	Light CC ICT and RE Making stop animation puppet show of the story of Rama and Sita.

				sun hat.	baby's bedroom.	light source.		
History	<p>The Stone age NC - Develop a chronologically secure knowledge and understanding of British, local and world history.</p> <p>To find out what happened in the Stone Age.</p>	<p>The Stone age NC - Understand how our knowledge of the past is constructed from a range of sources.</p> <p>To create pictures in the style of cave paintings.</p>	<p>The Stone age NC - Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>To look at different homes from the Palaeolithic, Mesolithic and Neolithic times.</p>	<p>The Stone age NC - Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>To find out what people ate in the Stone Age and how their diet changed.</p>	<p>The Stone age NC - To develop a chronologically secure knowledge of events in the Stone Age.</p>	<p>The Stone age NC -Understand how our knowledge of the past is constructed from a range of sources.</p> <p>To find out what we know about Skara Brae.</p>	<p>The Stone age NC - Address historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Consider life in the Stone Age and how it compares to life to today.</p>	<p>The Stone age Stone age crafts. Making stone age tools in clay.</p>
Geography	Studied last half term							
Art/DT	<p>Cave paintings NC – Understand the cultural and historical development of art forms.</p>	<p>Cave paintings NC - Understand the cultural and historical development of art forms.</p>	<p>Rangoli patterns NC - Understand the cultural and historical development of art forms.</p>	<p>Rangoli patterns NC - Understand the cultural and historical development of art forms.</p>	<p>Puppet making NC – Select from and use a wider range of tools and equipment to perform practical tasks.</p>	<p>Puppet making NC – Evaluate and investigate their own ideas and products against their own design criteria.</p>	<p>French Christmas cards</p> <p>Using templates and model language.</p>	<p>Stone age tools. CC History Making stone age tools out of clay.</p>

Computing	Algorithms NC – Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms.	Algorithms NC – Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms.	Algorithms NC – Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms.	Algorithms NC – Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms.	Stop animation CC RE and Science.	Stop animation CC RE and Science.	Stop animation CC RE and Science. Debugging and presenting in groups.	School closed
MFL	What's in the classroom NC – Listen attentively to spoken language and show understanding by joining in and responding. Learning classroom objects and instructions.	What's in the classroom NC – Listen attentively to spoken language and show understanding by joining in and responding. Learning classroom objects and instructions.	School subjects NC – Speak in sentences, using familiar vocabulary, phrases and basic language structures. Build sentences in the context of subjects studied at school.	School subjects NC – Speak in sentences, using familiar vocabulary, phrases and basic language structures. Build sentences in the context of subjects studied at school.	A French classroom NC – Engage in conversations; ask and answer questions. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material in the context of places around school.	A French classroom NC – Engage in conversations; ask and answer questions. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material in the context of places around school.	French Christmas Taking part in some French Christmas traditions.	School closed
RE	Hinduism Why do Hindus want to collect good Karma? What is Karma?	Hinduism Diwali celebrations and celebrating light.	Hinduism Rangoli patterns and symbols.	Hinduism Making Rangoli.	Hinduism CC ICT and RE Making stop animation puppet show of the story of Rama and Sita.	Hinduism CC ICT and RE Making stop animation puppet show of the story of Rama and Sita.	Hinduism CC ICT and RE Making stop animation puppet show of the story of Rama and Sita.	School closed

PSHE	Studied last half term							
Music	Suffolk music scheme – tuned percussion Glockenspiel							
PE	Outdoor PE Tag rugby							
	Rugby: Running and finding space. Correct hold of rugby ball	Rugby: Running with the ball and passing backwards	Rugby: The rules Attacking and defending	Rugby: Decision making. Attacking and defending	Rugby: Finding and using space. Attacking and defending	Rugby: Small intervention games with scoring using previously learnt skills.	Rugby: Small team games with scoring using previously learnt skills.	
	Indoor PE Dance Imovesdance – Bollywood							
	Dance: Learn 3 Bollywood dance moves 'Apples in a basket' 'The Chop'	Dance: Repeat 'Apples in a basket' 'The Chop' Add Twist and Shake' Partners	Dance: Learn and perform short routine together using learn moves	Dance: In partners create own routine (64 counts) Practice.	Dance: Partners practice and improve routine. Perform and evaluate	Dance: In groups of 4 or 5 Create routine (64 counts) Perform	Dance: Create whole class dance based on small group routines. Perform	