



Half term plan 2017

Teacher: Miss Marcroft

Year group: 3

Term: Autumn 1

Topic: The Stone Age

Literacy

Week 1

1: To use punctuation correctly

- Recap on why we use certain punctuation: capital letters, full stops, commas, question marks and exclamation marks.
- Children look at new differentiated SPAG mats. Discuss and answer different SPAG questions.

2: To write about the things I did in the school holidays

- Independent write. Use punctuation in the correct places

3: To write a prayer for the prayer book

- Discuss what prayers are used for. Discuss examples and ask children to write a prayer in their jotters before writing it up neat for the prayer book.

Week 2

1: To know what a prefix is

- How many words can we think of starting with... in etc.
- Children put the words into sentences

2: To know what a suffix is

- How many words can we think of ending with... -ation etc.
- Children put the words into sentences

3: To use an apostrophe for possession

- Write words on the board, children put apostrophe in the correct place
- Re-write sentences using an apostrophe for possession

4: To use an apostrophe for contraction

- Write words on the board, children put apostrophe in the correct place
- Re-write sentences using an apostrophe for contraction

5: Independent write

Numeracy

Number and Place Value

Week 1

1: To understand the place value of 2 digit numbers

- Recognising tens and ones using pictures of cubes
- Write separated numbers into tens and ones.
- Write numbers in order
- Write numbers on a number-line

2: To partition 2-digit numbers

- Partition numbers into tens and ones
- Partition numbers in as many different ways as they can
- Find the missing number in the number sentence.

3: To understand the place value of 3-digit numbers

- Recognise hundreds, tens and ones using pictures
- Write numbers into hundreds, tens and ones
- Solve word problems e.g., 'I'm thinking of a number...'

Week 2

1: To order numbers to 1000

- Order sets of numbers
- Find missing numbers in the number sentence
- Use digit cards to make six different 3-digit numbers

Addition and Subtraction

2: To add two 2-digit numbers

- Use number-lines to add numbers
- Find the missing numbers in the number sentence

3: To add ones and tens to a 3-digit number

- Choose a 3 digit number and a ones number. Write an addition number sentence then find the answer. Repeat 10 times.

- Focus on using apostrophes correctly

Week 3 - RWI Language and Literacy Unit 2: Play scripts and instructions

1: To create a personal log to record and reflect on my exploration of stories

- Children will focus on other stories that introduce themes to be explored in the main study text
- Word power activity: Children will learn the meaning of specific vocab used in the play script
- Personal log activity: Children will create a personal log to reflect
- Big question activity: Children will develop their skills of argument and discussion through a mini enquiry session

2: To understand play script language

- Children will become familiar with words associated with play scripts
- Children will make predictions about the play
- Class log: Children will keep a class log to share the process of reading, writing and thinking and record responses to texts and activities.
- Big question activity.

3: To consider the reasons behind a characters actions

- Word power activity
- Re-read a play script
- Quiz the character
- Class log activity
- Big question activity

4: 1: To express time, place and cause using conjunctions (when, before, after, while, so, because)

- Extend and add detail to sentences using conjunctions

5: Independent write

- Focus on using conjunctions

Week 4

1: To explore stage directions

- 'Not just...' activity
- Explore stage directions: how they are used and what they tell us about the characters
- Grow a setting activity: Children explore the importance of a setting to a play
- Personal log activity
- Big question activity
- Word power activity

- Choose a 3 digit number and a tens number. Write an addition number sentence then find the answer. Repeat 10 times.

4: To subtract two 2 digit numbers

- Use number-lines to subtract numbers
- Work out the subtraction calculations
- Find the missing number in each calculation

5: To subtract ones and tens from a 3-digit number

- Choose a 3 digit number and a ones number. Write a subtraction number sentence and find the answer. Repeat 10 times.
- Choose a 3 digit number and a tens number. Write a subtraction number sentence and find the answer. Repeat 10 times.

Week 3

Geometry – The properties of shapes

1: To recognise and name 3D shapes from any position

- Match each picture to its 3D shape
- Copy and complete table
- Name six 3D shapes
- Use clues to name shapes A B and C
- Write own clues to help others identify a shape

2: To make models of 3D shapes using straws and 2D shapes

- Work in partners
- Interlock 2D shapes to make 3D shapes
- Complete table with information of how many long and short straws were used,

3: To sort and describe 3D shapes

- Complete a table to describe the shapes: Prism/Not prism
- Complete a table to show shapes with 1 or more face
- Predict the number of edges for a prism with 8, 10 and 12 sides
- Investigate if there is a relationship between the number of vertices and the number of edges of a prism.

4: To build a 3D shape with cubes

- Make model A B C and D (keeping colours correct)
- Complete the table showing how many square faces each coloured cube has.

Multiplication and Division

5: To count in multiples and steps of 2, 3, 5 and 10

- Complete multiples of each number

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| <p>2: To know the importance of individuals and events in the script</p> <ul style="list-style-type: none"> • Word power activity • Most powerful and most important activity • Feelings map activity: Children explore how characters emotions change throughout the play • Class log activity • Big question activity <p>3: To use different pitches in my voice</p> <ul style="list-style-type: none"> • 'What if not...?' activity: children will understand small changes can have big consequences in narratives • Voices activity: children will develop awareness of character's voices • Step into the script activity: Children will improvise dialogue in an imaginary context • Personal log activity • Big question activity <p>4: To use inverted commas to punctuate direct speech</p> <ul style="list-style-type: none"> • Draw inverted commas correctly • Know they come after other punctuation ." • Use inverted commas correctly in speech sentences <p>5: Independent write</p> <ul style="list-style-type: none"> • Focus on using inverted commas <p>Week 5</p> <p>1: To write a script</p> <ul style="list-style-type: none"> • Build a scene activity: children will participate in the creation of an expanded scene of the play • Write a script • Personal log activity • Big question activity <p>2: To develop a script</p> <ul style="list-style-type: none"> • Build a scene activity 2 • Write a script 2 • Class log activity • Big question activity <p>3: To develop a script</p> <ul style="list-style-type: none"> • Build a scene activity 3 • Write a script 3 <p>4: To use expanded noun phrases using adjectives, nouns and preposition</p> | <ul style="list-style-type: none"> • Following instructions to help the frog across the pond • Choose a start number from the grey box. Then choose a step number from the footprints. Count on from the start number in the chosen step. Count for 10 numbers. Repeat with different numbers. <p>Week 4</p> <p>1: To recall the multiplication and division facts for the 2, 5, and 10 multiplication tables</p> <ul style="list-style-type: none"> • Write a multiplication fact for each number coming out of the machine. • Look at the multiplication number sentences. Work out which ones are incorrect and write them correctly. • One number in each trip is missing. Work out the missing number in each set of trios then write two multiplication and two division facts for each. <p>2: To recall multiplication and division facts for the 3 multiplication table</p> <ul style="list-style-type: none"> • Find the missing number in each calculation • Write two multiplication and two division facts from each set of trios. • Read the clues and find the number. <p>3: To solve the word problems</p> <ul style="list-style-type: none"> • Read the word problems carefully. • Pick out the important facts and write into a number sentence • Solve the problem <p><i>Fractions</i></p> <p>4: To find fractions of a set of objects</p> <ul style="list-style-type: none"> • To divide groups into halves, quarters and thirds. <p>5: To solve a fraction problem</p> <ul style="list-style-type: none"> • Find different ways to shade half a shape. <p>Week 5</p> <p>1: To solve a written fraction problem</p> <ul style="list-style-type: none"> • To know that a denominator is the bottom number of the fraction • Look at the sweets. Find what fraction of the sweets is orange and what fraction is red <p>2: To add fractions with the same denominator</p> <ul style="list-style-type: none"> • Look at the cubes. Write the fraction addition to go with each one. <p><i>Measurement (Mass)</i></p> <p>3: To know how many grams are equal to $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{3}{4}$, of 1 kg</p> <ul style="list-style-type: none"> • Recap 1kg = 1000g • Write each mass in grams |
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| <p>e.g. The teacher – The strict maths teacher with curly hair)</p> <ul style="list-style-type: none"> • Children make their own noun phrases <p>5: Independent write</p> <ul style="list-style-type: none"> • Focus on using expanded noun phrases <p>Week 6</p> <p>1: To edit and evaluate a script</p> <ul style="list-style-type: none"> • Special effect activity: children will discover what they are and where/when to use them. • Evaluate and edit: children will evaluate their own and their partners work against a specific criteria and then discuss how they could improve it. • Proofread activity: children read and make changes to their work to improve the accuracy of their SPAG • Act a script <p>2: Instruction text: To understand the features of instructions</p> <ul style="list-style-type: none"> • Think and link activity: • Adverbs of time activity: children will understand how adverbs are used to create instructions • Zoom in on features of instructions activity • Class log activity <p>3. To evaluate instructions</p> <ul style="list-style-type: none"> • Instruction detectives activity: children will become aware of the key features and language in instructions • Evaluating instructions 1 activity • Improving instructions 1 activity • Personal log activity <p>4: To use fronted adverbials (Later that day, I heard some bad news)</p> <ul style="list-style-type: none"> • Read sentences. Change them so they have fronted adverbials. • Put the comma in the correct place <p>5: Independent write</p> <ul style="list-style-type: none"> • <p>Week 7</p> <p>1: To improve instructions</p> <ul style="list-style-type: none"> • Grammar: Imperative verbs activity: children will understand how verbs in the imperative form give clear commands and so, are useful in instructions • What's missing activity: children evaluate instructions • Planning improvements activity: | <ul style="list-style-type: none"> • Complete the table using the information from the pictures of weighted fruit <p>4: To read scales marked in kg and g</p> <ul style="list-style-type: none"> • Look at the scales and write the mass shown on each scale <p>5: To compare masses and multiples of mass in kg and g</p> <ul style="list-style-type: none"> • Read the information on the table and complete the questions <p>Week 6</p> <p>1: To add and subtract mass in kg and g</p> <ul style="list-style-type: none"> • Write the total mass of food in each bag in rams • Find the difference between bags • Answer questions based on the information found <p><i>Addition and subtraction</i></p> <p>2: To add 3 digit numbers with ones</p> <ul style="list-style-type: none"> • Solve the number sentences • Work out the missing numbers • Explain the method used to find the missing numbers • Solve the word problems <p>3: To add 3 digit numbers with tens</p> <ul style="list-style-type: none"> • Solve the number sentences • Work out the missing numbers • Explain the method used to find the missing numbers • Solve the word problems <p>4: To add 3 digit numbers with hundreds</p> <ul style="list-style-type: none"> • Solve the number sentences • Work out the missing numbers • Explain the method used to find the missing numbers • Solve the word problems <p>5: To solve addition words problems</p> <ul style="list-style-type: none"> • Read the word problems. • Pick out the important information and write it into a number sentence to solve. <p>Week 7</p> <p>1: To subtract ones from 3 digit numbers</p> <ul style="list-style-type: none"> • Solve the number sentences • Work out the missing numbers • Explain the method used to find the missing numbers • Solve the word problems |
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| <ul style="list-style-type: none"> • Class log -sequencing <p>2: To write a set of instructions</p> <ul style="list-style-type: none"> • Improving instructions activity 2 • Write 1 activity: children write a set of instructions <p>3: To write and evaluate a set of instructions</p> <ul style="list-style-type: none"> • Write 2 and 3 activities • Evaluate and edit activity • Proofread activity <p>4: To understand plural and possessive -s</p> <ul style="list-style-type: none"> • Activities to help children understand the difference. • Write sentences using the correct -s <p>5: Independent write</p> <ul style="list-style-type: none"> • Focus on using –s for possession or plural | <p>2: To subtract tens from 3 digit numbers</p> <ul style="list-style-type: none"> • Solve the number sentences • Work out the missing numbers • Explain the method used to find the missing numbers • Solve the word problems <p>3: To subtract hundreds from 3 digit numbers</p> <ul style="list-style-type: none"> • Solve the number sentences • Work out the missing numbers • Explain the method used to find the missing numbers • Solve the word problems <p>4: To solve subtraction word problems</p> <ul style="list-style-type: none"> • Read the word problems. • Pick out the important information and write it into a number sentence to solve. <p>5: To solve addition and subtraction number sentences</p> <ul style="list-style-type: none"> • Add and subtract ones, tens and hundreds from 3 digit numbers |
| <p>Science</p> <p>Rock Detectives</p> <ul style="list-style-type: none"> • To know there are different types of rocks • To sort rocks into categories • To explore if all rocks are as hard as one another • To explore if all rocks are waterproof • To know if rocks change over time • To know how soil is made • To know what a fossil is and how it is formed • To know where and how fossils are found <p>Activities to include:</p> <ul style="list-style-type: none"> • Comparing and grouping together different kinds of rocks on the basis of their appearance and simple physical properties • Experiments and data collecting • Describing in simple terms how fossils are formed when things that have lived are trapped within rock • Recognising that soils are made from rocks and organic matter. | <p>ICT</p> <p>Espresso coding</p> <p>Starter unit</p> <ul style="list-style-type: none"> • To use simple coding to move objects <p>Activities to include:</p> <ul style="list-style-type: none"> • Make objects disappear when they are clicked • Fly a plane around using key presses. • Use buttons to program and move a helicopter. <p>Sequence and animation</p> <ul style="list-style-type: none"> • To make things happen in a sequence, creating simple animations and simulations <p>Activities to include:</p> <ul style="list-style-type: none"> • Making an alien eat green bananas and more. • Flying to the moon and other planets, learning to code sequences. • Programming a set of traffic lights • Coding things in sequences, moving minibeasts around the garden. • Make own sequence or animation. • Making own sequence or animation. |

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| <p>Art Environmental Art – Balancing Stones. Cave Art, Clay Pots</p> <ul style="list-style-type: none"> • To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials • To learn about great artists, architects and designers in history. <p>Activities to include:</p> <ul style="list-style-type: none"> • Environmental art – balancing stones • Making cave art • Making clay pots | <p>P.E Gymnastics</p> <ul style="list-style-type: none"> • To perform combinations of gymnastic actions using floor, mats and apparatus • To develop gymnastic techniques and transitions • To adapt a gymnastic sequence to include different levels, speeds or directions • To recognise that strength and suppleness are important parts of fitness • To compare and comment on two performances, identifying quality and when they have the same elements and order <p>Activities to include:</p> <ul style="list-style-type: none"> • Transference of body weight and body shape • Run using different pathways • Using apparatus safely • Using apparatus, travelling up, over, under and through using different body parts • Develop control landing from a jump |
| <p>History The Stone Age</p> <ul style="list-style-type: none"> • To continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. • To note connections, contrasts and trends over time and develop the appropriate use of historical terms. • To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • To construct informed responses that involve thoughtful selection and organisation of relevant historical information. • To understand how our knowledge of the past is constructed from a range of sources. <p>Activities to include:</p> <ul style="list-style-type: none"> • Exploring the Stone Age, Bronze Age and Iron Age • Arranging events from the past • Looking at different homes from Palaeolithic, Mesolithic and Neolithic times • Discovering how Britain changed over time • Researching how life changed for British people | <p>Geography The UK</p> <ul style="list-style-type: none"> • To 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>Activities to include:</p> <ul style="list-style-type: none"> • Researching where the UK is in the world • Researching the countries and cities within the UK • Placing the countries and cities on a map of the UK • Exploring the human and physical features we have in the UK |

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| <p>French (KS2) Catherine Cheater Scheme:</p> <ul style="list-style-type: none"> • To perform simple communication using single words, phrases and short sentences • To listen and respond to simple stories, rhymes and songs • To listen to, show understanding of and respond appropriately to simple instructions, classroom commands, short statements and questions <p>Activities to include:</p> <ul style="list-style-type: none"> • To begin to look at different types of greetings. • To learn how to introduce themselves using their names. • To ask simple questions in French and answer appropriately. • To learn numbers 1 to 10 in French. • To learn numbers 10 to 20 in French. • To learn the French names of colours | <p>DT Making own roundhouse</p> <ul style="list-style-type: none"> • To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • To 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 <p>Activities to include:</p> <ul style="list-style-type: none"> • Making own roundhouse |
| <p>Music</p> <p>Not covered in this topic</p> | <p>R.E Harvest</p> <ul style="list-style-type: none"> • To be able to ask good questions about the meaning and purpose of Harvest celebrations; • To know why harvest festival is celebrated and talk about related Christian beliefs; • To understand that Harvest is celebrated around the world in many different ways. • To reflect and talk sensitively about their experiences of Harvest festivals. <p>Activities to include:</p> <ul style="list-style-type: none"> • Discovering what the children know and what they would like to find out • Exploring the content of Harvest Festival Church services • Researching Harvest celebrations around the world |

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| | <p>The Old Testament - Called by God</p> <p>To be able to reflect on the Bible stories you have discussed To be able to connect feelings and actions to values and commitments To be able to interpret the stories and identify Christian beliefs; To use developing religious vocabulary to show they understand the Christian beliefs; To describe the impact of religion on believers lives. To ask important questions about religion and beliefs; To be able to say what you think God would be asking prophets to speak out against today.</p> <p>Activities to include:</p> <ul style="list-style-type: none"> • Investigating the lives of people who have been called by God; • Researching the Old Testament prophets e.g. Abraham, Moses, Elijah, Isaiah, Jeremiah, Jonah and Samuel; • Researching people in more recent history who have been called by God • Talking to people today who have been called by God e.g. members of the Clergy, people working in paid or unpaid Christian Ministry, perhaps a teacher or a doctor who feels that they were called to their vocation • An opportunity for the children to imagine that if they were prophets today, what would they speak in favour of or out against? Would they give up everything for the cause? Would they risk persecution? |
| <p>PSCHE (circle time)</p> <p>Confidence</p> <ul style="list-style-type: none"> • To be able to talk about their views on issues that affect themselves and their class • To begin to recognise their worth as individuals by identifying positive things about themselves and their achievements • To be able to face new challenges positively and know when to seek help <p>Activities to include:</p> <ul style="list-style-type: none"> • Circle time <p>Cross curricular: Building confidence during Literacy unit on play scripts.</p> | <p>Dance/ Drama</p> <p>Play scripts: linked to literacy and PSCHE</p> <ul style="list-style-type: none"> • To develop confidence to speak in front of an audience • To speak with a loud and clear voice with expression • To understand and express what a character is feeling <p>Activities to include:</p> <ul style="list-style-type: none"> • Devising plays from a range of stimuli • Acting out improvised dramas and existing scripts • Responding to the use of drama techniques to deepen the role or understanding of the situation, e.g. hot seating (En1 4c) |
| <p>Visits/visitors</p> | <p>Enrichment Activities/ Topic Days/ Role-play</p> |

