Year 3 - Autumn 2 – Medium Term Planning								

Special Events	The Big Draw RE Day Book Fortnight	Remembrance Day Book Fortnight	Catch Me Being Kind week 12th November Diwali		Parents Meeting: 27th 2pm – 6 28th 3.45pm	8th Dec Winter Fair - school closes at 1:45pm LIT: Conferencing, editing and publishing week (YRS 2-6) 8th Hanukkah Begins Yr3 sharing Assembly Assessment week	*12th Dec Christmas Jumper Day - school fundraiser (Christmas Lunch) 13 & 14 Dec EYFS & KS1 NATIVITUY 14 &15 Y4 PANTO 15/12/23 YRS 3,5&6 CHRISTMAS CAROLS.	Class Parties 19th/20th Hoxton Panto Week *Thursday 21st school closes at 1:45pm 19.12.23 STAFF PANTO
	Week 8 30.10.23	**Week 9** 6.11.23	**Week 10** 13.11.23	**Week 11** 20.11.23	**Week 12** 27.11.23	**Week 13** 4.12.23	**Week 14** 11.12.23	**Week 15** 18.12.23
Standard of the week	Always be in control of your own behaviour.	Treat yourself and others with respect.	Be kind and help others.	Treat all property with respect.	Behave sensibly and safely around the school.	Achieve your best at all times	Listen without interrupting	Respond to an instruction straightaway.
Maths	**Addition & Subtraction** 1. Recap Adding methods 2. Recap Subtracting	**Addition & Subtraction** 1= subtract methods two numbers (no exchange	**Addition & Subtraction** 1= Complements to 100 2= Estimate answers	**Multiplication & Division** 1= Multiplication equal groups	**Multiplication & Division** 1= Sharing and grouping 2= Multiply by 3 3= Divide by 3	Assessment Week	**Multiplication & Division** 1= Multiply by 4 2= Divide by 4 3=The 4 times tables	**Multiplication & Division** 1= The 2 4- and 8- times tables 2= Times tables 11 /12

	3. add two numbers (no exchange)	2= Subtract 2 numbers (across 100) 3= Add 2 digit and 3 digits 4= Subtract a 2-digit number from a 3-digit number	3= Inverse operations 4= Make decisions	2= Multiplication using the symbol 3=Using arrays 4= Times Table x2	4= The 3 times tables		3= Multiply by 8 4= Divide by 8	3= Inverse operation multiply and division 4= Inverse operation multiply and division
Literacy	Narratives – The Story Machine 1. Exposure 2. Word Bank Adapt week for INSET and RE day	Narratives The Story Machine 1. Story map 2. Beginning 3. middle 4. end	NT & CLPE Project Narratives I Want My Hat Back Immersion Week 1. Immersion – forest scape, drama walk, exploring the forest 2. Drama – Exploring the characters, building habitats, drama walk 3. Introduce story – words on a page, colour semantics word bank building 4. Re-read story, drama for hat, 'This is not a hat… This is a…', Hot Seating	NT & CLPE Project Narratives I Want My Hat Back 1. Ode to the Hat'. – class/ group poetry writing. 2. Re-enact a scene – thought bubbles, music, props, 2 people form one part 3. Write up scene – direct speech 4. Create a scene outside of the story – thought bubbles, props, 2 people form one part	NT & CLPE Project Narratives I Want My Hat Back 1. Write up scene – adverb starters and adverbial phrases 2. Story Map 3. Write story 4. Edit Writing	NT & CLPE Project Narratives I Want My Hat Back Assessment week & Sharing assembly rehearsals	Instructions How to Wash a Woolly Mammoth 1.Exposure/ Drama 2.Features - use to reorder recipe instructions 3.Word Bank 4.Story Map	Instructions How to Wash a Woolly Mammoth 1.Write 2. Edit 3. Act out

	Bible Timeline	Stonehenge Ages	Artefacts Monuments	Town tools	Rocks sorting	Fossils tessellating	Soil permeability	Christmas celebrating
Reading Skill	2e Predicting Prologue, chapter I	2a clarifying Chapter 2 & 3	2b retrieving Chapter 4	2h Making connections Chapter 5 & 6	2d Inferring Chapter 7 & 8	2g evaluating Chapter 9	Benchmarking	Benchmarking
Class Reader	Agents of the Wild	Agents of the Wild	Agents of the Wild	Agents of the Wild	Agents of the Wild	Agents of the Wild	Agents of the Wild	Agents of the Wild
Science/CC	History (From Stone Age to Iron Age)				Science (Rocks)			Christmas performance
RE Day: **Creative: sketching**	Lesson 1: KWL Make a whole class timeline to map the 3 ages.	Lesson 2: Information posters for each of the ages. Lesson 3: Make Stonehenge	Lesson 4: Skara Brae -sketch Lesson 5: Iron Age and hill forts. As a 'town planner' choose the best	Lesson 6: Iron Age to Bronze Age metal tools. Recreate clay sculptures of some of the	lesson 1: Rock sort: Comparing and sorting different rocks lesson 2:	lesson 3: Understanding how fossils are formed lesson 4:	Lesson 5: Investigating the composition of different soils Lesson 6: Investigate soil permeability.	Prepare / rehearsals

	Tool sort. Which era would use what? RE: What can we learn from the bible	using biscuits (some without milk!) and icing	location for a hill fort to be built.	tools, jewellery made. Trip to British Museum –	Trip - Natural History Museum	Fossil art - tessellating patterns	Present results as a group.	
Creative: sketching	RE DAY SKETCHING THE BIG DRAW							
JIGSAW	Celebrating differences – Piece 1	Celebrating differences – Piece 2	Celebrating differences – Piece 3	Celebrating differences – Piece 4	Celebrating differences – Piece 5	Celebrating differences – Piece 6	Celebrating differences – End of topic celebration	Unit Recap
Computing	Code.org https://code.org/	Code.org https://code.org/	Code.org https://code.org/	Code.org https://code.org/	Programming with Scratch activity 1 https://www.ilearn2.co.uk/y3scratch.html/	Programming with Scratch activity 2 https://www.ilearn2.co.uk/y3scratch.html/	Programming with Scratch activity 3 https://www.ilearn2.co.uk/y3scratch.html/	Consolidating Programming
PE		Fitness test, Basketball						
Music	Le Carnaval des animaux -Listen, Identify, and Describe how a musical feature and or element has been used to depict an animal. -Understand and experiment with tempo, dynamics, and pitch to match a brief. -Compose their own version of a melody line from Le Carnaval des animaux- Camille Saint-Saëns.							