

**LEYS FARM JUNIOR SCHOOL**  
**Year 3 – Autumn Term 2023 Medium Term Plan**  
**Topic: Cavemen and Creatures**

<u>Jobs for the Term</u>	<u>Key Dates/Events</u>	<u>Further Enrichment</u>
<ul style="list-style-type: none"> <li>• Safe adult list</li> <li>• Sign Home-School Planners</li> <li>• Class Charter (including 4 school rules/rights)</li> <li>• School Council</li> <li>• Subject Ambassadors</li> <li>• Reading books</li> <li>• On entry assessments</li> <li>• Curriculum Overview for parents.</li> </ul>	<ul style="list-style-type: none"> <li>• Wednesday 13<sup>th</sup> September – Roald Dahl Day</li> <li>• Saturday 16<sup>th</sup> September – British Food Fortnight</li> <li>• Monday 18<sup>th</sup> – Recycle Week</li> <li>• Friday 29<sup>th</sup> September – Harvest Moon</li> <li>• October Black History Month</li> <li>• Wednesday 4<sup>th</sup> October – Harvest Festival</li> <li>• Thursday 5<sup>th</sup> October – National Poetry Day</li> <li>• Friday 10<sup>th</sup> November - World Science Day</li> <li>• Saturday 11<sup>th</sup> November – Remembrance</li> <li>• Monday 13<sup>th</sup> November – Anti-Bullying week</li> <li>• Thursday 16<sup>th</sup> November – Road Safety Week</li> <li>• Friday 17<sup>th</sup> November – Children in Need.</li> </ul>	<ul style="list-style-type: none"> <li>• Visits:</li> <li>• St Peter’s Church</li> <li>• Class Story</li> <li>• Homework – Spelling Shed, Maths Shed, TT Rockstars</li> <li>• PE - Daily Mile, Go Noodle/Cosmic Yoga, BBC Supermovers</li> <li>• Science – Explorify</li> <li>• Outdoor learning</li> <li>• Zones of Regulation</li> <li>• Thrive.</li> </ul>
<u>English (Reading/Spoken Language)</u>	<u>English (Writing)</u>	<u>English (Grammar and Phonics)</u>
<p><b><u>Focus:</u></b>  The following reading objectives are taken from the National Curriculum and will be taught throughout guided reading lessons and applied across the curriculum:</p> <ul style="list-style-type: none"> <li>• Can I apply my knowledge of root words, prefixes and suffixes to read unfamiliar words?</li> <li>• Can I read further exception words?</li> <li>• Can I read a range of books structured in different ways?</li> <li>• Can I use dictionaries to check the meaning of words that I have read?</li> </ul>	<p><b><u>Focus:</u></b>  The following writing objectives are taken from the National Curriculum and will be taught throughout guided reading lessons and applied across the curriculum:</p> <p><u>Handwriting</u></p> <ul style="list-style-type: none"> <li>• Can I use diagonal and horizontal strokes needed to join letters?</li> <li>• Can I tell which letters are un-joined?</li> <li>• Can I increase the legibility, consistency and quality of my handwriting?</li> </ul>	<p><b><u>Focus:</u></b>  The following grammar objectives are taken from the National Curriculum and will be taught throughout guided reading lessons and applied across the curriculum:</p> <p><u>Grammar (covered within the writing genres)</u></p> <ul style="list-style-type: none"> <li>• Can I recognise adjectives/adverbs /exclamations/questions and statements? (Revision Y2)</li> <li>• Can I recognise nouns? (Y2)</li> <li>• Can I recognise past tense? (Y2)</li> </ul>

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- Can I identify themes and conventions in a wide range of books?
- Can I discuss words and phrases that capture the reader’s interest and imagination?
- Can I ask questions to improve my understanding of a text?
- Can I draw inferences?
- Can I predict what might happen from details stated and implied?
- Can I identify main ideas, drawn from more than 1 paragraph and summarise these?
- Can I retrieve and record information?

The following spoken language objectives are taken from the National Curriculum and will be taught and embedded throughout English lessons and across the curriculum:

- Can I listen and respond appropriately to adults and peers?
- Can I ask relevant questions to extend my understanding?
- Can I use relevant strategies to build my vocabulary?
- Can I speak audibly and fluently with an increasing command of Standard English?
- Can I participate in discussions, presentations, performances, role play/improvisations and debates?

**Genres**

**Stone Age Boy**

**Reading** - VIPERS discussion guide – 10 sessions.  
*Can I make predictions based on what is implied? Front Page? Can I identify vocabulary used? Can I infer meaning from the text? Can I explain information from the text? Can I retrieve information from the text? Can I summarise information from the text?*

**Autumn 1**

**Narrative 1 (Short story based on Stone Age Boy)**

- Can I describe a character from the Stone Age boy?
- Can I sequence the events of The Stone Age Boy?
- Can I identify the key features of The Stone Age boy?
- Can I use coordinating conjunctions? (BOYS)
- Can I use expanded noun phrases?
- Can I use subordinating conjunctions?
- Can I use a range of devices which create tension in a story?
- Can I write an introduction to a story? (Plot point 1 – setting description – falling into the Stone Age period)
- Can I characterise speech? (Plot point 2 – Meeting Om, hunting reindeer).
- Can I write a buildup using tension? (Plot Point 3– entering the bear cave).

- Can I recognise suffixes (Y2)
- Can I recognise verbs? (Y2)
- Can I understand and use clauses?
- Can I use conjunctions appropriately?
- Can I tell the difference between consonants and vowels?
- Can I use inverted commas?
- Can I write using the present perfect?
- Can I use prefixes?
- Can I use prepositions?
- Can I recognise word families?

**Spelling List coverage:**

- /ow/ sound spelt ‘ou’
- /u/ sound spelt ‘ou’
- /l/ sound spelt ‘y’
- /ze/ as in measure – spelt -sure
- /ch/ sound spelt ‘-ture’
- Challenge Words
- Re- prefix
- Dis- prefix
- Mis- prefix
- Suffixes -ing and –ed.
- Suffixes -ing, -en and –ed.
- Challenge words

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Autumn 2

Narrative 2 - familiar tale (Three Little Pigs) [English | The Three Little Pigs | World Stories](#)

- Can I understand the story of The Three Little Pigs?
- Can I act out the key plot points of the story?
- Can I write a 2A sentence? (expanded noun phrase)
- Can I characterise speech?
- Can I write 2 pair sentences?
- Can I sequence the plot points of the story?
- Modelling- shared write (I write/you write) of each plot point:
  - Plot Point 1 - Can I write a character description?
  - Plot Point 2 - Can I record a Conversation with mum?
  - Plot Point 3 – Can I add a setting description?  
Building of the houses Teach 3ed sentences within this plot point (modelling)
  - Plot Point 4 – Can I write a character description?  
(Meeting Wolf – description)
  - Plot Point 5 – Can I build tension? (Blowing houses down)
  - Plot Point 6 – Can I write an alternative ending? (Pigs tricking wolf into pot)
- Can I edit and up level my writing?
- Can I write a play script?
- Can I turn a play script into direct speech?
- Can I write a non-chronological report?

Exciting sentences:

- 2A

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- Similes
  - BOYS
  - PC
- Phonics:
- To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).
  - Phase 3-5 Rapid Catch Up.

**Maths**

**Focus:**

The following Maths objectives are taken from the National Curriculum and will be taught throughout taught lessons and applied across the curriculum:

- Can I use a ruler appropriately?
- Can I set out work neatly and follow presentation rules?

Place Value

**Cold Task** – Place Value (Version A)

- Can I represent numbers to 100?
- Can I partition numbers to 100?
- Can I explore number lines to 100?
- Can I explore hundreds?
- Can I represent numbers to 1000?
- Can I partition numbers to 1000?
- Can I flexibly partition numbers to 1000?
- Can I find hundreds, tens and ones?

- Can I apply number bonds to 10?
- Can I add and subtract 1s?
- Can I add and subtract 10s?
- Can I add and subtract 100s?
- Can I spot the pattern?
- Can I add 1s across a 10?
- Can I add 10s across a 100?
- Can I subtract 1s across a 10?
- Can I subtract 10s across a 100?
- Can I make connections?
- Can I add two numbers with no exchange?
- Can I add two numbers (across a 10)?
- Can I add two numbers (across a 100)?
- Can I subtract two numbers (across a 10)?
- Can I subtract two numbers (across a 100)?
- Can I add two and three digit numbers?
- Can I subtract a 2-digit number from a 3-digit number?

- Can I use arrays to multiply?
  - Can I multiply by 2?
  - Can I find multiples of 5 and 10?
  - Can I share and group?
  - Can I multiply by 3?
  - Can I divide by 3?
  - Can I complete the 3 times tables?
  - Can I multiply by 4?
  - Can I divide by 4?
  - Can I complete the 4 times tables?
  - Can I multiply by 8?
  - Can I divide by 8?
  - Can I complete the 8 times tables?
  - Can I complete the 2,4, 8 times tables?
- Hot Task** - Multiplication & Division (Version A)

Additional Maths Teaching

Daily:

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<ul style="list-style-type: none"> <li>• Can I find 1, 10, 100 more or less?</li> <li>• Can I use a number line to 1000?</li> <li>• Can I estimate on a number line to 1000?</li> <li>• Can I compare numbers to 1000?</li> <li>• Can I order numbers to 1000?</li> <li>• Can I count in 50s?</li> </ul> <p><b>Hot Task</b> – Place Value (Version A)</p> <p><u>Addition &amp; Subtraction</u></p> <p><b>Cold Task</b> – Addition &amp; Subtraction (Version A)</p>	<ul style="list-style-type: none"> <li>• Can I find complements to 100?</li> <li>• Can I estimate answers?</li> <li>• Can I find the inverse?</li> <li>• Can I make sensible decisions?</li> </ul> <p><b>Hot Task</b> – Addition &amp; Subtraction (Version A)</p> <p><u>Multiplication &amp; Division</u></p> <p><b>Cold Task</b> – Multiplication &amp; Division (Version A)</p> <ul style="list-style-type: none"> <li>• Can I count in equal groups?</li> </ul>	<ul style="list-style-type: none"> <li>• Challenge questions</li> <li>• Fluent – Fluent in Five</li> <li>• Assessment for Learning</li> <li>• Problem-Solving and Reasoning</li> </ul> <p>Weekly:</p> <ul style="list-style-type: none"> <li>• Times tables practice</li> <li>• Arithmetic practice</li> <li>• Rapid recall boards/fact family.</li> </ul>
<p><b><u>Art</u></b></p>	<p><b><u>Design and Technology, Cooking and Nutrition, including STEM (Science Technology, Engineering and Maths)</u></b></p>	<p><b><u>Science including STEM</u></b></p>
<p><b><u>Prior Learning/Knowledge:</u></b></p> <p>During KS1 (Key Stage 1), children use a range of materials creatively to design and make products; use drawing, painting and sculpture to develop and share their ideas, experiences and imagination; develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space; look at the work of a range of artists, craft makers and designers.</p> <p><b><u>Focus:</u></b></p> <p>Children will learn to research, refine ideas and rehearse contemporary art techniques and designs from artists - <b>Keith Haring/Banksy/ Alberto Giacometti.</b></p> <p><b>Key Questions: (NSEAD)</b></p>	<p><b><u>Prior Learning/Knowledge:</u></b></p> <p>Children have an awareness of designing linked to past topics including food products. Be able to make simple joins using glue. Have an understanding of how to strengthen some materials. Know some properties of materials.</p> <p><b><u>Focus:</u></b></p> <p>Through a variety of creative and practical activities, pupils will be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school,</p>	<p><b>Prior Learning/Knowledge:</b></p> <p><b>Biology: Animals including Humans</b></p> <p>In years 1 and 2, children will have learnt to identify and name common animals that are carnivores, omnivores, and herbivores. They will be able to compare animals such as birds, fish, reptiles, amphibians, and mammals. They will have learnt to identify and name basic parts of the body and say which part is associated with each sense. They will have learnt that most living things live in habitats and be able to construct simple food chains.</p> <p><b>Chemistry: States of Matter</b></p>

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**Generating ideas** (skills of designing and developing ideas):

- Can I research and develop ideas?
- Can I record and experiment using my sketchbook?

**Making** (Skills of art, craft and design):

- Can I explore and develop skills and techniques?

**Evaluating** (skills of judgement and evaluation):

- Can I make judgements about art?
- Can I respond to art?

**Knowledge** (knowledge about art processes and context):

- Can I explain my knowledge of art, cultural context, movements, processes and techniques?

**Drawing:**

Children develop their drawing skills by producing an observational drawing of Stone-Age Artefacts. They use shading to represent light and dark tones and explore drawing from different regions. They use a range of media to complete cave style art including pastel, chalk, and charcoal.

**Collage:**

Children research ancient art and develop ideas through a range of media. They use a variety of materials and colours to recreate ancient designs.

**Sculpture:**

leisure, culture, enterprise, industry and the wider environment].

**Design**

Children use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.

Children generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

**Make**

Children select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. 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.

**Evaluate**

Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

Understand how key events and individuals in design and technology have helped shape the world.

**Technical knowledge**

Children will have learnt to compare and group materials based on their properties. They will have explored how to change the shape of solids by bending, twisting, squashing, and stretching.

**Focus:**

Biology – Animals including Humans

KQ: What happens to the food we eat?

Can I name the basic parts of the digestive system and describe their functions?

Can I identify the different teeth and describe their functions?

Can I plan and carry out an investigation, then communicate my results? (Tooth Decay)

Can I construct and interpret a variety of food chains?

Can I understand what producers, predators and prey are?

**Focus: Chemistry – Changing States**

KQ: Can materials change state?

Can I identify solids, liquids, and gases?

Can I make careful observations and communicate my results?

Can I take accurate measurements using thermometers?

Can I observe that some materials change state when they are heated or cooled?

Can I identify the part played by evaporation and condensation in the water cycle?

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Children know about and describe the work of some artists, craftspeople, architects, and designers who use metals as their key process.

**Vocabulary:**

**Drawing:**

Frame, Cartoon, Comic strip, Map, Position, Boundary, Label, Line, Symbol, Practical, Impractical, Change, Improve, Plan, Distance, Direction, Position, Form, Texture, Tone, Weight, Pressure, Portrait, Past, Present, Appearance, Character, Personality, hade, tone, value, pressure, cross hatching, hatching, stippling, blending.

**Collage:**

Dying, Quilting, Paper and plastic trappings, Textiles, Stitch, Cut, Join, Look, Explore, Play, Enjoy, Discover, Experiment, Try, Share, Know, Collect, Fold, Cut, Tear, Stick, Collage, Combine, Transform, Manipulate, Dissect, Reconstruct, Animate.

**Sculpture:**

Clay, slabbing, joining, Marbling, Mod podge, Bleeding, Wash, Kiln, Glaze, Air dry, Fire ware, Form, Shape, Texture, Composition, Profile, Stylised, Proportion, Decoration, Ornate, Symbolic, Perspective.

Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.

**Photograph Frames**

- Can I investigate free-standing structures and how they are made stable?
- Can I find different ways of strengthening and joining paper and card?
- Can I investigate ways of making stable and free-standing structures?
- Can I design a photograph frame for a particular purpose?
- Can I make a stable photograph frame from a design?
- Can I evaluate a finished project?

**Vocabulary:**

Cause, Consequence, Phase, Trend, Continuity, Medium, Intricate, Audience, Impact, Program, Develop, Pattern piece, Structure, Unique, Characteristic, Convention, Aesthetic, Series, Circuit, Program.

Can I plan and carry out fair tests?  
 Can I associate the rate of evaporation with temperature?

**Vocabulary:**

Animals including. Humans: canines, carnivore, digestion, herbivore, incisor, large intestines, molars, oesophagus, omnivore, peristalsis, predator, prey, producer, saliva, small intestines, stomach.

Changing of State: change, collection, condensation, evaporation, freeze, gas, heat, liquid, precipitation, property, solid, temperature, thermometer.

**STEM:**

Joseph Lister-Antiseptic  
 Ivan Pavlov- Digestive System Mechanisms  
 Washington & Lucius Sheffield- Toothpaste in a tube

Joseph Priestly – Discovered oxygen  
 Lord Kelvin -Absolute zero (temperature)  
 Anders Celsius -Temperature Scale  
 Daniel Fahrenheit - Temperature Scale / Invention of the Thermometer  
 George Washington Carver- chemist

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<p>Viewpoint, Detail, Decoration, Natural, Form, Two-dimensional, Three-dimensional, Tiles, Brick, Slate, Wood, Stone, Metal, Texture, Bronze, Iron.</p> <p><b>Artists study:</b>          Keith Haring          Banksy          Alberto Giacometti</p>		
<b><u>French (Modern Foreign Languages)</u></b>	<b><u>Geography</u></b>	<b><u>History</u></b>
<p><b><u>Prior Learning/Knowledge:</u></b></p> <p>Children will use their basic pronunciation and French alphabet and number knowledge to support their learning.</p> <p><b><u>Focus:</u></b></p> <p><b>Greetings (SO) in French</b></p> <ul style="list-style-type: none"> <li>• Can I say hello?</li> <li>• Can I say my name?</li> <li>• Can I ask how someone is feeling?</li> <li>• Can I respond to how someone is feeling?</li> <li>• Can I say goodbye?</li> <li>• Can I say see you later?</li> </ul> <p><b>Colours &amp; Numbers (SO)</b></p> <ul style="list-style-type: none"> <li>• Can I say 5 colours?</li> <li>• Can I say another 5 colours?</li> </ul>	<p><b><u>Prior Learning/Knowledge:</u></b></p> <p>Children will have looked at the continents of the world as well as the five oceans.          They will have an understanding of the four countries which make up Great Britain including the capitals and surrounding seas. The children will use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.          They will use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage          Some children will have used simple compass directions (North, South, East and West) and locational and directional language, to describe the location of features and routes on a map.</p>	<p><b><u>Prior Learning/Knowledge:</u></b></p> <p>During KS1, children were able to discover pre-history in the form of the dinosaurs and Pangea. They have an awareness of farming during the Viking and the Victorian eras.</p> <p><b><u>Focus:</u></b></p> <p>Children will discover what life was like after the last Ice Age including how people lived in Britain at the time. They will be taught about how immigrants brought new animals and crops to Britain. The children will discover how bronze and iron tools and weapons were made and how these helped to change the life for Britons.</p> <p><b><u>Vocabulary:</u></b></p>



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- Can I recall 10 colours in French?
- Can I say numbers 1 – 5?
- Can I say number 6 – 10?
- Can I count from 1 – 10 in French?

**Vocabulary:**

Bonjour, Salut, Ça va mal, Au revoir, A plu tard, Ça va bien, Je m'appelle, Comme ci, comme ça.  
 Blanc, Bleu, Gris, Jaune, Marron, Noir, Orange, Rouge, Vert, Violet, Un. Deux, Trois, Quatre, Cinq, Six, Sept, Huit, Neuf, Dix.

**Vocabulary:**

Glaciers, Glacial Period, Tectonic Plates, Interglacial period, Megafauna.

**Key Questions:**

- What is an ice-age?
- Have we had ice-ages before?
- What causes an ice-age?
- Have humans survived ice-ages? How?

**Lesson Focus:**

- Can I discuss what an Ice Age is?
- Can I discover when the last Ice Age occurred?
- Can I understand how Ice Ages occur?
- Can I determine how humans have survived an Ice Age?

Hunter-gatherer, Nomadic, Tribe, Prehistory, Paleolithic, Mesolithic, Neolithic, Neanderthal, Homoseresines.

**Key Questions:**

- How do we know about prehistory?
- What were people's lives like in the Stone Age and how did this change?
- What was 'new' about the New Stone Age?
- Which was better, bronze or iron?
- If you were Julius Caesar, would you have invaded Britain in 55BC?
- When do you think it was better to live – Stone Age, Bronze Age or Iron Age?

**Lesson focus:**

- Can I understand what Pre History is?
- Can I research life for people in the Stone Age?
- Can I discover how life changed for people in the Stone Age?
- Can I find out what 'New Stone Age' means?
- Can I decide whether bronze or iron was better?
- Can I decide whether Britain was worth invading by the Romans?
- Can I decide whether it was better to live in the Stone, Bronze or Iron Age?

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<u>Religious Education</u>	<u>Physical Education</u>	<u>Personal, Social and Health Education</u>
<p><b><u>Prior Learning/Knowledge:</u></b></p> <p>Children have developed their knowledge and understanding of principal religions and worldviews. They are able to use subject-specific vocabulary, asked questions and have begun to express their own views in response to what they've been taught.</p> <p><b><u>Vocabulary:</u></b></p> <p>Holy Trinity, God the Father, God the Son, God the Holy Spirit, Creation, Christian, Christianity, Good Samaritan, features, church, worship, function, symbols, stain glass window, last supper, holy, communion.</p> <p><b><u>Lincolnshire Syllabus –</u></b></p> <p><b>God - Christianity Believing</b></p> <ul style="list-style-type: none"> <li>• Can I explain how symbols in the Bible help Christians relate to God?</li> <li>• Can I discuss symbols in the story of Jesus' baptism and what they reveal about the nature of God?</li> <li>• Can I visit a Christian Church and ask relevant questions?</li> <li>• Can I explain visual symbols in a Christian church?</li> <li>• Can I record my ideas about symbolic acts in a Christian church?</li> <li>• Can I understand how language within worship express</li> </ul>	<p><b><u>Prior Learning/Knowledge:</u></b></p> <p>Children will build on the skills developed during KS1.</p> <p><b><u>Focus: Ball Skills Y3/4</u></b></p> <ul style="list-style-type: none"> <li>• Can I develop tracking and collecting skills?</li> <li>• Can I develop confidence and accuracy when tracking a ball?</li> <li>• Can I develop dribbling skills with hands and feet?</li> <li>• Can I develop catching skills using one and two hands?</li> <li>• Can I explore a variety of throwing techniques?</li> <li>• Can I use tracking and sending skills with feet?</li> </ul> <p><b><u>Focus: Fundamentals</u></b></p> <ul style="list-style-type: none"> <li>• Can I develop balancing and understand the importance if this skill?</li> <li>• Can I develop my running technique at different speeds?</li> <li>• Can I develop agility using a change of speed and direction?</li> <li>• Can I develop my technique and control when jumping, hopping, and landing?</li> <li>• Can I develop skipping with a rope?</li> <li>• Can I apply fundamental skills to a variety of challenges?</li> </ul>	<p><b><u>Prior Learning/Knowledge:</u></b></p> <p>Children will build on prior learning from KS1, continuing the focus using the same title units in greater detail.</p> <p>They have focused on knowing when to ask for help, rights and responsibilities, choices and consequences and working collaboratively. They will recognise gender stereotypes, understand that boys and girls are different, bullying and friendships.</p> <p><b><u>Focus:</u></b></p> <p>Children will learn about Our Learning Charter and why it is important. This is because it gives everyone a set of rules to follow so we can learn and play together so we all get along. It is important to feel valued and to be part of a team. We can learn to help each other.</p> <p>Children will learn that everyone is different and how to include others when playing. They will begin to understand bullying and the effects of hurtful words that people use. They will focus on kind words and giving compliments.</p> <p><b><u>Jigsaw Piece: Being me in my world</u></b></p>

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Christian beliefs?

**Meaning of Christmas and Christmas Around the World**

Through discussion and brainstorming, encourage children to consider what the word Christmas means for them.

- Can I decide what makes it Christmas from other times of the year?
- Can I discover whether people all over the world celebrate Christmas?
- Can I record how it is celebrated?
- Can I discuss and order the Nativity story?
- Can I retell the Nativity story?

**Focus: Gymnastics**

- Can I create interesting point and patch balances?
- Can I develop stepping into shape jumps with control?
- Can I develop the straight, barrel, and forward roll?
- Can I transition smoothly into and out of balances?
- Can I create a sequence using matching and contrasting?
- Can I create a partner sequence using the skills I have learnt?

**Focus: Fitness**

- Can I recognise different areas of fitness?
- Can I develop speed and strength?
- Can I develop co-ordination?
- Can I develop agility?
- Can I develop balance?
- Can I develop stamina?

**Vocabulary:**

Throw, Catch, Move, Bounce, Collect, Receiver, Roller, Swing, Step, Roll, Target, Release, Attacker, Possession, Dribbling, Direction, Track, Chest Pass, Shoulder Pass. Balance, Stance, Forwards, Backwards, Power, Opponent, Block, Tense, Muscles, Jog, Run, Skip, Side step, Sprint, Accelerate, Agility, Decelerate, Accurate,

- Can we get to know each other?
- Can we say what our nightmare school is?
- Can we describe our dream school?
- Can we discover rewards and consequences?
- Can we create a learning charter?
- Can we own our learning charter?

**Jigsaw Piece: Celebrating difference**

- Can we discuss families?
- Can we recognise family conflict?
- Can we discuss feelings?
- Can we offer solutions?
- Can we recognise words that harm?
- Can we give compliments?

**Vocabulary:**

Welcome, Valued, Achievements, Pleased, Personal Goal, Acknowledge, Affirm, Emotions, Feelings, Nightmare, Solutions, Support, Dream, Behaviour, Fairness, Group Dynamics, Team Work, View Point, Ideal School, Belong

Family, Loving, Caring, Safe, Connected, Conflict, Solve It Together, Solutions, Resolve, Witness, Different, Bystander, Bullying, Gay, Feelings, Tell, Special, Consequences, Hurtful, Compliment, Solve it, Unkind, Unique, Similarity, Compliment.

**LEYS FARM JUNIOR SCHOOL**  
**Year 3 – Autumn Term 2023 Medium Term Plan**  
**Topic: Cavemen and Creatures**

Technique, Fitness, Agility, Control, Stamina, Strength, Co-ordination, Control, Body-tension, Extend, Land, Contrast, Point, Patch, Take-off.

**Music**

**Computing**

**Meta-Cognition Session**

**Prior Learning/Knowledge:**

Children are inspired to have a love of music at KS1. Children are exposed to a wide variety of music genres, composers and styles. They have been able to benefit from real-life musical experiences. Children have enjoyed weekly singing lessons, listening and appraisal lessons and music making lessons.

**Focus:**

Children will recognise and use accurately musical vocabulary, appraise and evaluate musical pieces from a variety of genres, name basic notes and rests, understand differences between tempo and beat, record a simple composition using musical notes.

**Charanga – Let your spirit fly**

Let your spirit fly – listen and appraise.  
 Compare and appraise – Here comes the sun.  
 Listen and appraise Colonel Bogey March.  
 Consider Yourself appraisal.  
 Ain't no mountain high enough appraisal.  
 Listen and appraise You're the first, my last, my Everything.

**Charanga – Developing Notation Skills**

Home is where the heart is. (Country style)

**Prior Learning/Knowledge:**

Children will have a grasp of coding in KS1 when mastering executing a program. They have prior knowledge of algorithms and collision detection. Children will have some understanding of online safety including sharing online and logging out of devices.

**Focus:**

Unit 3.1 – Coding

- Can I use flowcharts?
- Can I use timers?
- Can I use repeat?
- Can I code, test and debug?
- Can I design and make an interactive scene?

Unit 3.2 – Online Safety

- Can I explore 'safe' passwords?
- Can I explore what is real and what is fake online?
- Can I learn about appropriate content and ratings?

Unit 3.3 – Spreadsheets

- Can I create pie charts and bar graphs?
- Can I use the 'more than,' 'less than' and 'equals' tools?

**WINK-What I Now Know about...**

Provide an opportunity for children to assemble parts of knowledge into a whole using creative thinking and problem solving.

**Process-**plan, do, evaluate, rewrite, compose, imagine, design, invent, create, propose, combine, develop, improve, construct...

**Use knowledge and understanding:**

- Build a model
- Create artwork
- Collage
- Write a poem
- Create a map
- Write a song
- Design a poster
- Create PowerPoint presentation

**A Double Page Spread (A3) can be completed for selected subjects.**

**LEYS FARM JUNIOR SCHOOL**  
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**Topic: Cavemen and Creatures**

Home is where the heart is. (country style)  
Let's work it out together. (Pop music)  
Let's work it out together. (Pop music)  
Please be kind. (Pop music)  
Assessment.

**Vocabulary:**

Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture,  
Structure, Notation, Appraising, Melody, Phrase, Beat, Style.

- Can I use advanced mode to find cell locations?

**Vocabulary:**

Action, Alert, Algorithm, Bug, Code Block, Code Design,  
Control, Command, Design Mode, Event, Debug,  
Flowchart, Output, Input, Nesting, Repeat, Object,  
Properties, Timer, Sequence, Computer Simulation,  
When clicked/swiped, Password, Internet, Blog,  
Concept Map, Username, Website, Webpage, Spoof.