

Aintree Davenhill Medium Term Planning



Year Group: 3

Term: Autumn 1

Maths	Science	English
<p>Number and Place Value (Mental Maths)</p> <ul style="list-style-type: none"> Read and write numbers to 1000 in figures and words Count on and back in 1s, 10s or 100s from any two- or three-digit number Count on and back in multiples of 4 or 8 from 0 Describe and extend number sequences involving counting on or back in different steps Order a set of random numbers to 1000 Recall addition and subtraction facts for each number up to 20 Recall pairs of multiples of 100 that make 1000 Recall multiplication facts for 2, 3, 4, 5 and 10 times tables and derive associated division facts Double any number up to 50 Halve any even two-digit number up to 100 <p>Place Value, Addition and Subtraction</p> <ul style="list-style-type: none"> Exchange 10 ones for 1 ten and vice versa Exchange 10 tens for 1 hundred and vice versa Identify and represent numbers up to 1000 using concrete materials such as base 10 apparatus Partition a three-digit number into hundreds, tens and ones Identify and represent numbers up to 1000 using models such as place value counters and arrow cards. Partition a three-digit number into hundreds, tens and ones Compare three or more numbers up to 1000 when represented using the same concrete materials saying which numbers are greater or less and use <, > and = correctly. Identify the multiples of 10 immediately before and after numbers with up to three-digits and round the numbers to the nearest ten. Identify the number ten more/ ten less and one hundred more/ one hundred less than a given number with up to three-digits without crossing any boundaries Add and subtract a three-digit number and tens mentally with no boundaries crossed Identify and describe the rule (addition or subtraction) in a number sequence by calculating the difference between two adjacent numbers Extend number sequences by using the identified rule Recognise addition calculations that require mental partitioning e.g. $37 + 25$ and use this strategy where appropriate Recognise subtraction calculations that require mental partitioning e.g. $42 - 17$ and use this strategy where appropriate <p>Length and Perimeter</p> <ul style="list-style-type: none"> Accurately draw 2-D shapes including with specific properties using squared and isometric paper Measure lengths in cm and m Add and subtract, including finding the difference between, lengths. Measure lengths in mm Add and subtract, including finding the difference between, lengths Develop an understanding of perimeter using straws Use counting to calculate the perimeter of a polygon drawn on squared cm paper Use counting to calculate the perimeter of a polygon drawn on squared cm paper Calculate the perimeter of a polygon where the lengths of sides are given <p>Statistics</p> <ul style="list-style-type: none"> Derive and use addition and subtraction facts for 100 using bead strings, a blank 10 by 10 grid etc. Recognise that when calculating addition facts to 100 the 1s total 10 and the tens total 90 Collect data in a frequency table and use the data to draw a bar chart with a scale in ones. Use data in a frequency table to draw a bar chart with a scale in twos. Answer questions using data contained in a bar chart Solve one-step questions (for example, 'How many more?' and 'How many fewer?') using information presented in a bar chart or table Present and interpret data using pictograms with a symbol representing 1, 2 or 10 (including half symbols). Solve one-step questions (for example, 'How many more?' and 'How many fewer?') using information presented in a pictogram <p>Addition and Subtraction</p> <ul style="list-style-type: none"> Add 2 two-digit numbers using formal written methods with exchange from ones into tens Add 2 three-digit numbers using formal written methods with exchange from ones into tens Add 2 three-digit numbers using formal written methods with exchange from ones into tens Choose an appropriate strategy for a given addition calculation Subtract 2 two-digit numbers using formal written methods with exchange from tens into ones Subtract 2 three-digit numbers using formal written methods with exchange from tens into ones Subtract 2 three-digit numbers using formal written methods with exchange from tens into ones Choose an appropriate strategy for a given subtraction calculation Use a formal written method of addition to make a given criteria, e.g. choose from a set of given numbers to make a total Use a formal written method of subtraction to make a given criteria, e.g. choose from a set of given numbers to make a difference 	<p>Forces and Magnets</p> <p>Programme of Study</p> <ul style="list-style-type: none"> Compare how some things move on different surfaces Notice that some forces need contact between two objects, but magnetic forces can act at a distance Observe how magnets attract or repel each other and attract some materials and not others Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials Describe magnets as having two poles Predict whether two magnets will attract or repel each other, depending on which poles are facing <p>Working Scientifically</p> <ul style="list-style-type: none"> Compare how different things move and group them Raise questions and carry out tests to find out how far things move on different surfaces Gather and record data to find answers to their questions Explore the strengths of different magnets and find a fair way to compare them Sort materials into those that are magnetic and those that are not Look for patterns in the way that magnets behave in relation to each other and what might affect this, for example, the strength of the magnet or which pole faces another Identify how these properties make magnets useful in everyday items 	<p>Reading</p> <p>Word Reading</p> <ul style="list-style-type: none"> Use knowledge of root words to understand meanings of words Use prefixes to understand meanings e.g. <i>un-, dis-, mis-, re-</i> Use suffixes to understand meanings e.g. <i>-ation, -ous</i> Read and understand meaning of words on Y3/4 word list – see bottom Use intonation, tone and volume when reading aloud Take note of punctuation when reading aloud <p>Reading Comprehension</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> Listening to and discussing a range of fiction, poetry, plays, non-fiction Regularly listening to whole novels read aloud by the teacher Reading a range of non-fiction texts including information, explanations, instructions, recounts, reports, persuasion Analysing and evaluate texts looking at language, structure and presentation e.g. <i>newspaper reports, recipes, etc</i> Recognising some different forms of poetry e.g. <i>narrative, free verse</i> Reading books and texts for a range of purposes e.g. <i>enjoyment, research, skills development, reference</i> Using dictionaries to check meanings of words they have read Sequencing and discussing the main events in stories Retelling a range of stories, including less familiar fairy stories, fables and folk tales e.g. <i>Grimm's Fairy Tales, Rudyard Kipling Just So Stories</i> Identifying and discussing themes e.g. <i>good over evil, weak and strong, wise and foolish, mean and generous, rich and poor</i> Identifying and discussing conventions e.g. <i>numbers three and seven in fairy tales, magical sentence repeated several times</i> Identifying, discussing and collecting favourite words and phrases which capture the reader's interest and imagination Preparing poems/playscripts to read aloud, showing understanding through intonation, tone, volume and action <p>Understand what they read independently by:</p> <ul style="list-style-type: none"> Discussing their understanding of the text Explaining the meaning of unfamiliar words by using the context Making predictions based on details stated Raising questions during the reading process to deepen understanding e.g. <i>I wonder why the character</i> Drawing inferences around characters thoughts, feelings and actions, and justify with evidence from the text Using point and evidence to structure and justify responses Discussing the purpose of paragraphs Identifying a key idea in a paragraph <p>Retrieve and record information from non-fiction</p> <ul style="list-style-type: none"> Evaluating how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams</i> Quickly appraising a text to evaluate usefulness Navigating texts in print and on screen <p>Participating in discussion about what is read to them and books they have read independently, taking turns and listening to what others say</p> <ul style="list-style-type: none"> Developing and agreeing on rules for effective discussion Making and responding to contributions in a variety of group situations e.g. <i>whole class, pairs, guided groups, book circles</i> <p>Writing</p> <p>Vocabulary, Spelling and Punctuation</p> <ul style="list-style-type: none"> Explore and identify main and subordinate clauses in complex sentences Explore, identify and create complex sentences using a range of conjunctions, e.g. <i>if, while, since, after, before, so, although, until, in case</i> Identify, select, generate and effectively use prepositions for where e.g. <i>above, below, beneath, within, outside, beyond</i> Select, generate and effectively use adverbs, e.g. <i>suddenly, silently, soon, eventually</i> Use inverted commas to punctuate direct speech (speech marks) Use perfect form of verbs using have and had to indicate a completed action, e.g. <i>I have washed my hands We will have eaten our lunch by the time Dad arrives Jack had watched TV for over two hours!</i> Use the determiner a or an according to whether the next word begins with a consonant or vowel e.g. <i>a rock, an open box</i> Explore and collect word families, e.g. <i>medical, medicine, medicinal, medic, paramedic, medically</i> to extend vocabulary Explore and collect words with prefixes <i>super, anti, auto</i> <p>Composition</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> Reading and analysing narrative, non-fiction and poetry in order to plan and write their own versions

		<ul style="list-style-type: none"> Identifying and discussing the purpose, audience, language and structures of narrative, non-fiction and poetry for writing Discussing and recording ideas for planning Creating and developing settings for narratives Creating and developing characters for narrative Creating and developing plots based on a model Generating and selecting from vocabulary banks, e.g. noun phrases, powerful verbs, technical language, synonyms for said appropriate to text type Grouping related material into paragraphs Using headings and subheadings to organise information <p>Evaluate, and edit by:</p> <ul style="list-style-type: none"> Proofreading to check for errors in spelling, grammar and punctuation in own and others' writing Discussing and proposing changes with partners and in small groups Improving writing in the light of evaluation <p>Perform their own compositions by:</p> <ul style="list-style-type: none"> Using appropriate intonation, tone and volume to present their writing to a group or class <p>Spelling</p> <ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them Spell further homophones Spell words that are often misspelt Use the first two letters of a word to check its spelling in a dictionary Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far Learn to spell new words correctly and have plenty of practice in spelling them Understand how to place the apostrophe in words with regular plurals (e.g. girls', boys') Spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology <p>Handwriting</p> <ul style="list-style-type: none"> Form and use the four basic handwriting joins Write legibly
History	Geography	Computing
	<p>My City – Liverpool Locational Knowledge</p> <ul style="list-style-type: none"> Name and locate counties and cities of the United Kingdom <p>Place Knowledge</p> <ul style="list-style-type: none"> A region of the United Kingdom – Merseyside, Liverpool <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: rivers human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Mapping</p> <ul style="list-style-type: none"> Use a wider range of maps (including digital), atlases and globes to locate countries and features studied Use maps at more than one scale Recognise that larger scale maps cover less area Make and use simple route maps Recognise patterns on maps and begin to explain what they show Use the index and contents page of atlases Label maps with titles to show their purpose Use 4 figure coordinates to locate features on maps Create maps of small areas with features in the correct place Use plan views Recognise some standard OS symbols Link features on maps to photos and aerial views Make a simple scaled drawing e.g. of the classroom Use a scale bar to calculate some distances Relate measurement on large scale maps to measurements outside <p>Fieldwork</p> <ul style="list-style-type: none"> Use the eight points of a compass Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices Make links between features observed in the environment to those on maps and aerial photos <p>Enquiry and Investigation</p> <ul style="list-style-type: none"> Ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating places and processes Make comparisons with their own lives and their own situation Show increasing empathy and describe similarities as well as differences 	<p>3.5 My Online Life (DL)</p> <p>My Digital Life has been developed to improve children's knowledge of the risks of their online lives and to develop skills when using online services. It take an holistic approach to each of the different elements of their online lives. The resources included in this module are aimed at stimulating classroom discussions about certain situations that may arise when online and to get the children to think critically about their online lives.</p> <p>From this unit, the pupils will be able to:</p> <p>(DL) I can explain what is meant by the term identity.</p> <p>(DL) I can explain how I can represent myself in different ways online.</p> <p>(DL) I can explain ways in which I might change my identity depending on what I am doing online (e.g. gaming, using an avatar, social media).</p> <p>(DL) I can describe ways people who have similar likes and interests can get together online.</p> <p>(DL) I can give example of technology specific forms of communications (e.g. emojis, acronyms, text speak).</p> <p>(DL) I can explain some risks of communicating online with other I don't know well.</p> <p>(DL) I can explain why I should be careful who I trust online and what information I can trust them with.</p> <p>(DL) I can explain how my and other people's feelings can be hurt by what is said or written online.</p> <p>(DL) I can explain why I can take back my trust in someone or something if I feel nervous, uncomfortable or worried.</p> <p>(DL) I can explain what it means to know someone; online and why this might be different from knowing someone in real life.</p> <p>(DL) I can explain what is meant by 'trusting someone online'. I can explain why this is different from 'like someone online'.</p> <p>(DL) I can search for information about myself online.</p> <p>(DL) I can recognise I need to be careful before I share anything about myself or others online.</p> <p>(DL) I know who I should ask if I am not sure if I should put something online.</p> <p>(DL) I can explain what bullying is and can describe how people may bully others.</p> <p>(DL) I can describe rules about how to behave online and how I follow them.</p> <p>(DL) I can use key phrases in search engines.</p> <p>(DL) I can explain what autocomplete is and how to choose the best suggestion.</p> <p>(DL) I can explain how the internet can be used to buy and sell things.</p> <p>(DL) I can explain the difference between a belief, an opinion and a fact.</p> <p>(DL) I can explain why spending too much time using technology can sometimes have a negative impact on me; I can give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos).</p> <p>(DL) I can give reasons why I should only share information with people I choose to and I can trust. I can explain that if I am not sure or I feel pressured, I should ask a trusted adult.</p> <p>(DL) I understand and can give reasons why passwords are important.</p> <p>(DL) I can describe simple strategies for creating and keeping passwords private.</p> <p>(DL) I can describe how connected devices can collect and share my information with others.</p> <p>(DL) I can explain why copying someone else's work from the internet without permission can cause problems.</p> <p>(DL) I can give examples of what those problems might be</p>
D.T	Art	Music
	<p>See Like an Artist</p> <ul style="list-style-type: none"> To recognise how artists use shape in drawing. Children will recognise and draw simple shapes in objects. Children will identify both organic and geometric shapes. Children will use shapes to form the basis of my own drawing. <p>Shading</p>	<p>Creating Compositions for and animation</p> <p>Telling stories through music</p> <p>To tell a story from a piece of music through movement</p> <p>To picture a story from a piece of music</p> <p>To use musical vocabulary to describe music</p> <p>To express own opinion about music</p> <p>To recognise and describe changes in music</p>

	<ul style="list-style-type: none">To understand how to create tone in drawing by shading.I know that tone refers to the light and dark areas of an object or artwork.Children will use the side of a pencil so that the lead is flat to the paper.Children will shade in one direction, with no gaps and straight edges.Children will blend from light to dark to dark light creating smooth tones. <p>Texture Pictures</p> <ul style="list-style-type: none">To understand how texture can be created and used to make art.Children will create different textures on paper by using a rubbing technique.Children will change the tool or colour that I use to change how my rubbing looks.Children will apply the technique of another artist.Children will tear and shape my rubbings to create a final piece. <p>Botanical Drawings</p> <ul style="list-style-type: none">To apply observational drawing skills to create detailed studies.Children will use simple shapes to sketch the form of an organic object.Children will add detail using careful observation.Children will add tone using shading skills. <p>Abstract Flowers</p> <ul style="list-style-type: none">To explore composition and scale to create abstract drawings.Children will select an interesting composition.Children will draw in a large scale.Children will experiment with drawing skills and tools.	<p>Creating a soundscape</p> <p>To create a soundscape using percussion instruments</p> <p>To create layers within my composition</p> <p>To play in time with own group</p> <p>To play a repeated rhythm</p> <p>To play a melodic pattern from simple notation with letter names</p> <p>Story sound effects</p> <p>To create a range of sounds to accompany a story.</p> <p>To use key musical vocabulary to label own composition</p> <p>To adjust the dynamics of own piece</p> <p>To create a composition based on a story</p> <p>Adding rhythm</p> <p>To compose and perform a rhythm to accompany a story</p> <p>To create rhythms to tell a story</p> <p>To use key musical vocabulary to explain own composition</p> <p>Musical Mountain</p> <p>To compose and notate a short melody to accompany a story</p> <p>To create rhythms to tell a story</p> <p>To use key musical vocabulary to explain own composition</p>
		Spanish
		<p>Listening</p> <ul style="list-style-type: none">Listen attentively and understand instructionsRecognise and respond to sound patterns and wordsListen and respond to simple rhymes, stories and songsListen attentively and show understanding by joining in and responding <p>Speaking</p> <ul style="list-style-type: none">Perform simple communicative tasks using single words and phrasesRecognise questions and negatives and politeness conventionsImitate pronunciation and intonation so that others can understand <p>Reading</p> <ul style="list-style-type: none">Recognise some familiar words in written formRead some familiar words and phrases aloud and pronounce them accurately <p>Writing</p> <ul style="list-style-type: none">Experiment with the writing of simple words <p>Grammar</p> <ul style="list-style-type: none">NounsGenderSingular and plural formsDefinite and indefinite articleRecognise different word classes e.g. nouns, verbs, adjectivesPersonal pronouns I, you, it, theyQuestion words
P.E.	P.S.H.E.	R.E.
<p>Football</p> <p>To use the inside of the foot to pass the ball.</p> <p>To trap a ball that is moving along the ground with control</p> <p>To pass the ball accurately into space over short distances.</p> <p>To identify and move into space to receive the ball.</p> <p>To use the outside of the foot to control the ball and dribble.</p> <p>To cushion the ball when receiving</p> <p>Gymnastics 1</p> <p>To show full extension during a balance.</p> <p>To move in and out of contrasting shapes with fluency.</p> <p>To perform a sequence using different types of rolls.</p> <p>To perform powerful jumps from low apparatus.</p> <p>To perform in unison with a partner</p> <p>To create a group performance using contrasting actions.</p>	<p>Health and Well-Being</p> <ul style="list-style-type: none">To set a goalTo explain what food groups make up mealsTo understand how food choices can contribute to tooth decayTo explain what a drug isTo categorise drugsTo explain the effects of passive smokingTo understand the effects of caffeine	<p>L2.7 What does it mean to be a Christian in Britain today?</p> <p>This investigation enables pupils to learn in depth from different religious and spiritual ways of life about what Christians do at home, in church and in the wider community and why these things are important to them.</p> <p>From this unit, the pupils will be able to:</p> <ul style="list-style-type: none">Identify and name examples of what Christians have and do in their families and at church to show their faith (A3).Ask good questions about what Christians do to show their faith (B1).Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1).Describe some ways in which Christian express their faith through hymns and modern worship songs (A2).Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).Explain similarities and differences between at least two different ways of worshipping in two different Christian churches (A3).Discuss and present ideas about what it means to be a Christian in Britain today, making links with their own experiences (C1).