





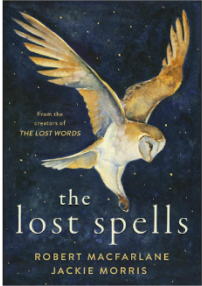
## Medium Term Plan

### Juniper Year 3

#### Autumn 1 2023

Subject	Week 1 02.09.24	Week 2 09.09.24	Week 3 16.09.24	Week 4 23.09.24	Week 5 30.09.24	Week 6 07.10.24	Week 7 14.10.24	Week 8 21.10.24
<p><b>Writing</b></p>  <p>The First Drawing by Mordicai Gerstein</p>  <p>Skara Brae by Dawn Finch</p>	<p><b>Transition writing</b></p>	<p><b>The First Drawing</b></p> <p>1) To infer meaning using illustrations</p> <p>2) To use modal verbs to explore an imaginary scenario</p> <p>3) To identify how exclamatory and interrogative sentences can be used for effect</p> <p>4) To identify the key language and layout features of a diary entry</p> <p>5) To write and edit a diary entry</p>	<p><b>The First Drawing</b></p> <p>6) To emphasize with and infer feelings of a character within a story</p> <p>7) To know the difference between possession and omission</p> <p>8) To use expanded noun phrases to describe.</p> <p>9) To use similes to describe.</p> <p>10) To write a character description</p>	<p><b>The First Drawing</b></p> <p>11) To select and sequence key events in a narrative</p> <p>12) To consider choice of verbs to add detail and avoid repetition</p> <p>13) To make a plan for a narrative, based on The First Drawing.</p> <p>14) To write a narrative based on the book</p> <p>15) To edit my writing, using tense consistently.</p>	<p><b>Skara Brae</b></p> <p>To understand and be able to discuss the settlement of Skara Brae</p> <p>To describe a setting using expanded noun phrases and alliteration</p> <p>To use time adverbials and write chronologically</p> <p>To write an introduction to set the scene.</p> <p>To write a diary of a person living at Skara Brae.</p>	<p><b>Skara Brae</b></p> <p>To use all four question types in my writing</p> <p>To use the correct form a or an and to use prepositional phrases to describe features of Skara Brae</p> <p>To use subheadings in my writing.</p> <p>To identify the features of a presentation</p> <p>To write a fact file presentation on Skara Brae</p>	<p><b>Skara Brae</b></p> <p>To examine the persuasive language used in brochures.</p> <p>To use persuasive adjectives and superlatives to describe Skara Brae.</p> <p>To use speech and a call to action to persuade</p> <p>To write a Holiday Brochure</p> <p>To write a Holiday Brochure</p>	<p><b>Skara Brae</b></p> <p>To edit my work</p>
<p><b>Spelling</b></p>		<p>Words where the digraph 'ou'</p>	<p>Words where the digraph 'ou' makes a /u/ sound</p>	<p>Words where 'y' makes an /i/ sound</p>	<p>Words ending in '-sure'</p>	<p>Words ending in '-ture'</p>	<p>Challenge words</p>	<p>Challenge words</p>



		makes an /ow/ sound						
<b>Handwriting</b>	To be able to explore creative styles of handwriting To be able to use the different forms of regular verbs in sentences.	To be able to write and join 'bb' correctly. To be able to use the different forms of regular verbs in sentences.	To be able to write and join 'cc' correctly. To be able to use the different forms of verbs ending in 'e' in a sentence.	To be able to write and join 'dd' correctly in words and sentences. To be able to use the different forms of verbs ending in 'e' in an sentence.	To be able to write and join 'ee' correctly in words and sentences. To be able to use the different forms of irregular verbs in a sentence.	To be able to use the different forms of irregular verbs in a sentence. To understand the correct height of ascenders.	To be able to write and join 'ff' correctly in words and sentences. To be able to name and write the four maths operations	
	 <p><b>The Lost Spells – Robert MacFarlane and Jackie Morris</b> Develop positive attitudes to reading, and an understanding of what they read, by: Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Reading books that are structured in different ways and reading for a range of purposes. Discussing words and phrases that capture the reader's interest and imagination. Understand what they read, in books they can read. Independently: Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Asking questions to improve their understanding of a text. Retrieve and record information from non-fiction: Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>							



<b>Maths</b> <b>White Rose</b>	<b>Place Value</b> Represent numbers to 100 Partition numbers to 100	<b>Place Value</b> Number line to 100 Hundreds Represent numbers to 1,000 Partition numbers to 1,000 Flexible partitioning of numbers to 1,000	<b>Place Value</b> Hundreds, tens and ones Find 1, 10 or 100 more or less Number line to 1,000 Estimate on a number line to 1,000	<b>Place Value</b> Compare numbers to 1,000 Order numbers to 1,000 Count in 50s End of Unit Assessment	<b>Addition and Subtraction</b> Apply number bonds within 10 Add & subtract 1s Add & subtract 10s Add & subtract 100s Spot the pattern	<b>Addition and Subtraction</b> Add 1s across a 10 Add 10s across a 100 Subtract 1s across a 100 Subtract 10s across a 100 Make connections	<b>Addition and Subtraction</b> Add two numbers (no exchange) Subtract two numbers (no exchange) Add two numbers (across a 10) Add two numbers (across a 100)	<b>Addition and Subtraction</b> Subtract two numbers (across a 10) Subtract two numbers (across a 100) End of Unit Assessment
<b>History</b> <b>The Stone Age</b> <b>What was new about the Stone Age?</b>		To define the 'Stone Age' and its different periods. <b>Why is it called the 'Stone Age'?</b>	To use sources to identify distinctive features of two time periods <b>What was life like in the Old and Middle Stone Ages?</b>	To compare change between the Neolithic period and earlier periods <b>How much change happened in the New Stone Age?</b>	To learn about life in Neolithic times from historical and archaeological sources <b>What can the village of Skara Brae tell us about life in Neolithic times?</b>	To provide valid reasons for the existence of monuments. <b>Why did the Neolithic people build monuments?</b>	To demonstrate the extent of change made during the Stone Age. <b>Was great progress made in the Stone Age?</b>	To create a Stone Age menu
<b>Science</b>		<b>Explore formation and properties of igneous rocks</b>	<b>Explore formation and properties of sedimentary and metamorphic rocks</b>	<b>Weathering and suitability of rocks for different purposes</b>	<b>Explore how water contributes to the weathering of rocks</b>	<b>Understand how fossils are formed</b>	<b>Explore different types of soil</b>	
<b>Art</b> <b>Cave Painting</b>		<b>Explore Prehistoric Art</b> To apply an understanding of prehistoric man-made art.	<b>Charcoal animals</b> To understand and use scale to enlarge drawings in a different medium.	<b>Prehistoric palette</b> To explore how natural products produce pigments to make different colours	<b>Painting on the cave wall</b> To select and apply a range of painting techniques.	<b>Painting on the cave wall</b> To select and apply a range of painting techniques.	<b>Hands on a cave wall</b> To apply painting skills when creating a collaborative artwork.	



<p><b>RE</b> Christianity - What kind of world did Jesus want?</p>	<p>To identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus.</p>	<p>To suggest ideas and then find out about what Jesus' inclusive actions towards outcasts mean for a Christian.</p>	<p>To give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways.</p>	<p>To give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways.</p>	<p>To give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways.</p>	<p>To make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.</p>	<p>To make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.</p>	<p>Harvest festival within this half term. Swap lessons accordingly</p>
<p><b>Music</b> <b>Ballads</b></p>		<p><b>What is a Ballad</b> To use musical vocabulary to explain the stylistic features of a ballad.</p>	<p><b>Performing a Ballad</b> To explore how actions can impact performance</p>	<p><b>The Story Behind the Song</b> To plan a musical structure inspired by a story.</p>	<p><b>Writing lyrics</b> To create lyrics that match a melody.</p>	<p><b>Writing lyrics</b> To create lyrics that match a melody.</p>	<p><b>Singing Our Ballad</b> To show awareness of style, structure and features to perform a ballad</p>	<p><b>Singing Our Ballad</b> To show awareness of style, structure and features to perform a ballad</p>
<p><b>French</b></p>		<p><b>Hello!</b> To greet people in different ways.</p>	<p><b>What's your name?</b> To exchange names in French.</p>	<p><b>How are you?</b> To discuss how I am feeling.</p>	<p><b>Goodbye</b> To say goodbye in a variety of ways.</p>	<p><b>Numbers 0 -10</b> To recognize and repeat sounds and words accurately. To use songs to help me learn.</p>	<p><b>How old are you?</b> To can use number words in my sentences.</p>	<p><b>Recap lesson</b></p>
<p><b>Computing</b> <b>Kapow</b> Computing systems and network</p>		<p><b>What's a network?</b> To recognise what a network is.</p>	<p><b>A file's journey</b> To demonstrate how information moves around a network.</p>	<p><b>How a website works</b> To demonstrate how a website works.</p>	<p><b>Routers</b> To explore the role of a router.</p>	<p><b>What is packet data?</b> To identify the role of packet data.</p>	<p><b>E-Safety –</b> To understand how the internet can be used to share beliefs, opinions and facts.</p>	<p><b>E-Safety -</b> To explain what should be done before sharing information online.</p>
<p><b>PE</b> <b>Miss Timms –</b> <b>Netball</b></p>		<p>To perform quick, accurate chest passes.</p>	<p>To use dodging to get free from our opponent.</p>	<p>To catch a netball</p>	<p>To use a bounce pass to feed the goal shooter.</p>	<p>To throw for distance using a shoulder pass</p>	<p>To collect a loose ball</p>	



<p><b>PE</b> <b>Premier Sports – Thursday</b></p> <p><b>Tag Rugby</b></p>	<p>To use speed and run past defenders</p>	<p>To use a short pass in a game</p>	<p>To use agility to evade being tagged</p>	<p>To understand and apply the tag protocol in game situations</p>	<p>To close down an attacker's space as a defender</p>	<p>To perform a backwards pass to continue an attack</p>	<p>To consolidate our skills</p>	<p>To consolidate our skills</p>
<p><b>PSHE</b> <b>Well-being</b></p>	<p>To set rules and to recap what the subject of PSHE is and how we can help everyone to learn in these lessons.</p>	<p><b>Wonderful me:</b> who am I? To understand the different aspects of my identity</p>	<p><b>People around me: Communication</b> To listen and communicate effectively.</p>	<p><b>Meaning and purpose: my superpowers</b> To identify my own strengths and begin to see how they can affect other people around me:</p>	<p><b>Resilience: breaking down barriers</b> To break down barriers into smaller, achievable goals</p>	<p><b>Hello Yellow Mental Health Day Activities</b></p>	<p><b>Healthy body, healthy mind: my healthy diary</b> To understand and plan for a healthy lifestyle including physical activity, rest and diet.</p>	<p><b>Relaxation stretches</b> To perform a range of relaxation stretches</p>
<p><b>Enrichment</b></p>		<p><b>Meet the Teacher</b> <b>10.9.24</b></p>			<p><b>Memma the Cavewoman</b> <b>3.10.24</b></p>	<p><b>Harvest Festival</b> Church 7.10.24</p> <p><b>Hello Yellow</b> 10.10.24</p>	<p><b>Bible Exhibition</b> <b>14.10.24</b></p>	<p><b>Don Rae Dance Workshop</b> 25.10.24</p>