



## Fairview Community Primary School Medium Term Planner

At Fairview, our school values underpin everything we do and are core to the ethos of our school. Our aim is to develop a community of **responsible** learners who not only demonstrate **collaboration** and **perseverance** in their work, but who also show **kindness**, **respect** and **honesty** towards one another.

**Year Group: 3**  
**Term: 1 & 2**

**Curriculum focus:**  
History – The Stone Age

### Critical Enquiry Question:

How did life in Britain change throughout The Stone Age?

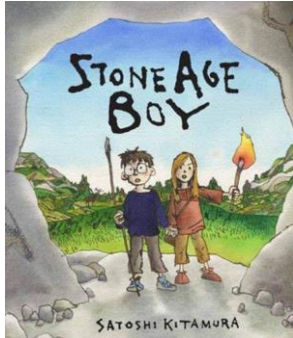
### End of Unit Assessment Activity:

Non-fiction writing piece about life in The Stone Age.

### Wow moments:

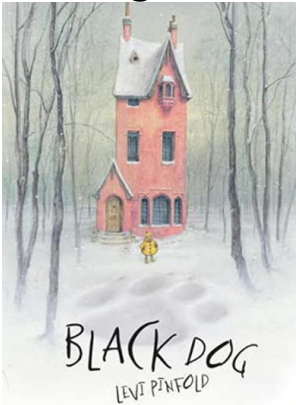

Visit from Stone Age production company.

## Term 1

	Week 1/ 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>English</b> 	<b>First 3 days (Week 1):</b>  To write descriptively  To use descriptive language.  To write in the first person.  <b>Week 2:</b>  To use evidence to make inferences.  To construct prepositional phrases.  To use prepositions to show place.  To explore characters through role play.  To use inverted commas around dialogue.	 To create expanded noun phrases.  To use expanded noun phrases.  To identify adverbials.  To use adverbials within a sentence.	 To build vocabulary to develop tension.  To create tension and suspense.  To sequence events in chronological order.  To use prepositions to express time.  To build rich and varied vocabulary.	 To sequence events.  To plan for writing.  To write a narrative. (Opening – fronted adverbials/ prepositions).  To write a narrative. (Build up – expanded noun phrases).	 To write a narrative. (Problem – tension and suspense).  To write a narrative. (Solution/ ending).  To edit and improve.  Publish writing.  To identify the features of non-fiction writing.	 To use sub-headings.  To use paragraphs.  To use the features of non-fiction writing.  To publish writing.
<b>Reading</b>	<b>First 3 days (Week 1):</b>  Pobble 365 image – observe, wonder, infer.  Pobble 365 image and text starter – retrieval questions.  <b>Week 2:</b> The Survivor – Alison Donald Read and discuss. Retrieval, Vocabulary, Infer	Literacy Shed Clip – The Catch Infer, Retrieval, Vocabulary	L.I. To read and discuss an unfamiliar text.  L.I. To summarise key events as a paragraph.  L.I. To understand the meaning of words in context.  L.I. To retrieve information from a text.	Wild by Emily Hughes  L.I. To be able to use a range of reading skills. (observe, wonder and infer)  L.I. To make inferences about a character's thoughts and feelings.  L.I. To retrieve information from a text.	Poetry: I wake up/ End of the word – Michael Rosen Explain, Vocabulary, Infer, Summarise	Arthur's Sword – Sophie McKenzie Infer, Retrieval, Vocabulary

<p><b>Maths</b></p> <p>Number and Place Value</p>	<p><b>First 3 days (Week 1):</b> <b>First 3 days:</b></p> <p>Ll: To explore place value and presentation expectations</p> <p>Ll: To count in hundreds.</p> <p>Ll: To understand the place value of hundreds</p> <p><b>Week 2:</b></p> <p>L.I. To understand the place value of thousands.</p> <p>L.I. To investigate place value.</p> <p>L.I. To recognise the place value in each 3 digit number.</p> <p>L.I. To use a number line to 1000.</p> <p>L.I. To find 1, 10 or 100 more or less than a number practically.</p>	<p>L.I. To find 1, 10 or 100 more or less than a number.</p> <p>L.I. To compare objects.</p> <p>L.I. To compare numbers.</p>	<p>Ll: To order numbers up to 1000 practically</p> <p>L.I. To order numbers up to 1000</p> <p>L.I. To count in 50s.</p> <p>L.I. To count is 3s, 4s and 8s.</p> <p>L.I. To consolidate place value knowledge.</p>	<p>L.I. To add and subtract multiples of 100.</p> <p>L.I. To add and subtract 1s. (2-digit)</p> <p>L.I. To add and subtract 1s with exchange.</p> <p>L.I. To add 1s to a 3-digit number.</p>	<p>L.I. To subtract 1s from a 3 digit number.</p> <p>L.I. To add a 2-digit and 3-digit number (no exchange)</p> <p>L.I. To add a 2-digit and 3-digit number with exchange. <b>X2 lessons</b></p> <p>Ll. To add two 3-digit numbers (no exchange)</p>	<p>Ll. To add two 3-digit numbers (exchange)</p> <p>Ll. To solve addition word problems.</p> <p>L.I. To subtract a 2-digit and 3- digit number (no exchange)</p> <p>L.I. To subtract a 2-digit and 3-digit number with exchange. <b>X2 lessons</b></p>
<p><b>Science</b></p> <p>Rocks and soil</p>		<p>L.I: To compare and groups rocks by their physical appearance and physical properties</p>	<p>Ll: To identify how to make a fair test and make systematic and careful observations.</p>	<p>L.I: To describe in simple terms how fossils are formed when things that have lived are trapped within rock</p>	<p>L.I: To recognise that soils are made from organic matter.</p>	
<p><b>History</b></p> <p>The Stone Age</p>	<p>Ll: To place events on a timeline in chronological order.</p> <p>Ll: To explore what homes were like in the early Stone Age.</p>	<p>Ll: To understand what a Stone Age settlement was like.</p>	<p>Ll: To explore how tools supported life in The Stone Age.</p>	<p>Ll: To identify how permanent homes evolved.</p>	<p>Ll: To identify what sources can tell us about a period in history.</p>	<p>Ll: To explore theories about Stonehenge.</p>
<p><b>Art</b></p> <p>Stone Age</p>	<p>To know primary and secondary colours.</p>	<p>To explore tone.</p>		<p>To explore the use of chalk, charcoal and earthy tones.</p>		<p>To use natural pigmentations (handprints).</p>

[illegible]

Term 2						
	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
<b>English</b>  	<p>To be able to use different type of noun.</p> <p>To make inferences and justify using evidence.</p> <p>To begin to use inverted commas around direct speech.</p> <p>To use prepositions for place.</p> <p>To use appropriate synonyms for said.</p>	<p>To use inverted commas to punctuate speech.</p> <p>To create tension and suspense.</p> <p>To use a range of vocabulary to describe.</p> <p>To make precise verb choices for effect.</p>	<p>To use fronted adverbials.</p> <p>To plan the main events of a story based on a known structure.</p> <p>To write an effective opening.</p> <p>To write an effective build up and problem.</p> <p>To write an effective resolution and ending.</p>	<p>To edit and improve my writing.</p> <p>To publish writing using neat, cursive handwriting.</p>	<p><u>The First Drawing</u></p> <p>To infer meaning using illustrations</p> <p>To use modal verbs to explore an imaginary scenario</p> <p>To identify regular and irregular plurals</p>	<p>To identify how exclamatory and interrogative sequences can be used for effect</p> <p>To know the difference between possession and omission</p> <p>To empathise with and infer feelings of a character within a story</p> <p>To make connections and comparisons within the text</p> <p>To select and sequence key events in a narrative.</p> <p>To use a variety of grammatical and compositional features to retell a narrative</p> <p>To edit the choice of verbs to add detail and avoid repetition</p>
<b>Maths</b>	<p>Ll. To subtract two 3-digit numbers (no exchange)</p> <p>Ll. To subtract two 3-digit numbers (exchange)</p> <p>Ll. To solve subtraction word problems.</p> <p>Ll. To select and use appropriate methods to solve addition and subtraction calculations. (Reasoning)</p>	<p>Ll: To add/subtract tens to or from 3 digits.</p> <p>Ll: To add/subtract multiples of 10 – solving problems.</p> <p>Ll: To subtract 2 digits from 3 digits.</p> <p>Ll: To add/subtract 100's.</p> <p>Ll: To notice patterns (1,10,100)</p>	<p>Ll: TO use formal written method for addition.</p> <p>Ll: TO use the formal written method for subtraction.</p> <p>Ll: To use estimation.</p> <p>Ll: To use checking.</p> <p>Assessment</p>	<p>Ll: To recognise and make equal groups when sharing.</p> <p>Ll: To recognise and make equal groups with grouping.</p> <p>Ll: To use arrays.</p> <p>New Week 5 :</p> <p>Ll: To investigate arrays.</p> <p>Ll: To know how to multiply and divide by 5.</p>	<p>Ll: To know how to multiply be 3</p> <p>Ll: To know how to divide by 3</p> <p>Ll: To solve problems using my 3 times table.</p> <p>Ll: To know how to multiply by 4.</p>	<p>Ll: To know how to divide by 4.</p> <p>Ll: To know how to multiply by 8.</p> <p>Ll: To know how to divide by 8.</p> <p>Ll: To know how to multiply and divide by 8.</p> <p>Ll: To consolidate the 2, 4 and 8 times tables.</p> <p>Ll: To compare multiplication statements.</p> <p>Ll: To compare division statements.</p>
<b>Science</b>	<p>To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p>	<p>To explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p>	<p>Lesson 3 – Parts of a flower.</p> <p>L.I. To name the different parts of a flower and explain their role.</p>	<p>To investigate the way in which water is transported within plants</p>	<p>To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p>To use results to draw simple conclusions,</p>

<b>Reading</b>	<p>Literacy Shed <b>The Gunpowder Plot</b> .The Plotters (NF) .Gareth The Guard (F)</p> <p>Ll: To be able to retrieve and record information. Ll: To infer a character's thoughts and feelings Ll: To explain the meaning of a word in context Ll: To compare and contrast one text to another</p>	<p>Literacy Shed <b>Remembrance Day</b> . World War One facts (NF) . The Armistice (NF) . Remembrance Day Service (F) Ll: To identify and explain how information contributes to meaning Ll: To retrieve and record information from non-fiction Ll: To infer a character's thoughts and feelings</p>	<p>Literacy Shed – <b>Poetry</b> . A Dodo's Message . Ocean Rhyming</p> <p>Ll: To be able to retrieve and record information. Ll: To infer a character's thoughts and feelings Ll: To explain the meaning of a word in context Ll: To compare and contrast one text to another</p>	<p>Literacy Shed <b>The Stone Age</b> . Krag and the Beast (F) . Food (NF)</p> <p>Ll: To be able to retrieve and record information. Ll: To explain and to justify Ll: To retrieve and record information from non-fiction</p>	TBC – <b>Christmas Poetry</b>	TBC - <b>Christmas</b>
<b>History</b>  The Stone Age	Ll: To understand the impact of climate on a way of life.	History workshop.	Ll: To explain how life changed throughout The Stone Age.	Ll: To identify how the discovery of bronze led to significant changes in society.	Ll: To understand Bronze Age burials.	<p>Ll: To identify what life was like in The Iron Age.</p> <p>Ll: To explore conflict during The Iron Age.</p>
<b>Art</b>	To create images from observations.		To identify the Beaker style of pottery made during The Bronze Age. (Design)	To identify the Beaker style of pottery made during The Bronze Age. (Make)	To identify the Beaker style of pottery made during The Bronze Age. (Paint)	
<b>DT</b>		To develop a prototype product.		L.I. To produce a product that uses working levers and linkages.	L.I. To evaluate my product.	
<b>Music</b>	L.I.To sing action songs with actions		L.I. To play stepwise melodic phrases at different speeds		L.I. To listen for musical ingredients in Funk music	L.I. To compose with a beginning, a middle and an end
<b>Computing</b>	<p><u>Internet Safety Lessons</u></p> <p>Focus Area: Self-image and identity</p> <p>Ll: How online, someone's identity can be different in real life</p>	<p>Online Gaming- Focus on who to play with- Online/offline friends <u>Gaming- Online Purchases</u></p> <p>Plan it (Year 3) Lesson 3- To Buy or Not to Buy</p>	<p><u>Touch Typing Unit 3.4</u></p> <p>Purplemash</p> <p>To introduce typing terminology</p> <p>To understand the correct way to sit at a keyboard</p> <p>To learn how to use home, top and bottom row keys</p>	<p><u>Touch Typing Unit 3.4</u></p> <p>Purplemash</p> <p>To practise and improve typing for home, bottom and top rows</p>	<p><u>Touch Typing Unit 3.4</u></p> <p>Purplemash</p> <p>To practice the keys typed with the left hand</p>	<p><u>Touch Typing Unit 3.4</u></p> <p>Purplemash</p> <p>To practice the keys typed with the right hand</p>
<b>RE</b>	1.To explain what Christmas means to me and explore why it is or is not meaningful to me	2.To explain what the nativity story tells Christians about Jesus	3.To explain the Christian belief that Jesus was God in human form and why God gave him to the world.	4.To explain some different ways Christmas is celebrated.	5.To recognise that Christmas means different things to different people.	6.To explore whether Christmas has lost its true meaning.

<b>PSHE</b>	Family LI: To understand that everybody's family is different and important to them	Family conflict LI: To understand that differences and conflicts sometimes happen among family members	Witness to bullying LI: To know what it means to be a witness to bullying  <b>Antibullying week</b> <i>Litterbugs</i>   Peter Stanley-Ward   2015   15 mins	How to react LI: To know that witnesses can make the situation better or worse by what they do.	Hurtful words LI: To recognise that some words are used in hurtful ways.	Words and consequences LI: To tell about a time when words affected someone's feelings and what the consequences were.
<b>PE</b>	Indoor – Dance  Outdoor – Netball	Indoor – Gymnastics Outdoor – Netball	Indoor – Gymnastics  Outdoor – Netball	Indoor – Gymnastics  Outdoor – Netball	Indoor – Gymnastics Outdoor – Netball	Indoor – Gymnastics  Outdoor – Netball