



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
Terms: 1 & 2

Curriculum focus:
History – The Stone Age

Critical Enquiry Question:

How did life in Britain change throughout The Stone Age?

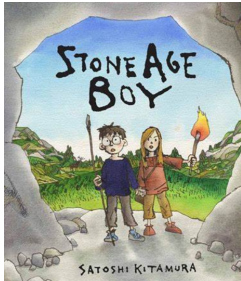
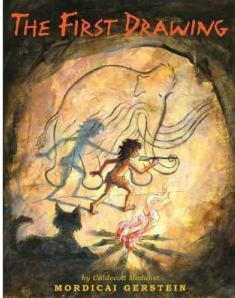

End of Unit Assessment Activity:

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

Wow moments:



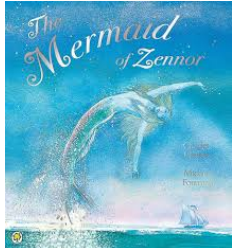
Visit from Living History.

Term 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English  	Stone Age Boy First 3 days (Week 1): Speaking and Listening. To use descriptive language (flints). To use inference To construct prepositional phrases.	Stone Age Boy 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.	Stone Age Boy 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.	Stone Age Boy 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). o 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.	Stone Age Boy To write a narrative. (Opening – fronted adverbials/ prepositions). o 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. The First Drawing To infer meaning using illustrations To use modal verbs to explore and imagery scenario To identify regular and irregular plurals To identify how exclamatory and interrogative sentences can be used for effect	The First Drawing To know the difference between possession and omission To empathise with and infer feelings of a character within a story To make connections and comparisons within the text To select and sequence key events in a narrative	The First Drawing To use a variety of grammatical and compositional features to retell a narrative To edit the choice of verbs to add detail and avoid repetition (Opportunity for publishing)
Reading	 LI: To understand 'observe, wonder and infer'. LI: To understand inference	The Survivor – Alison Donald Read and discuss. LI: To retrieve information from a text LI: To understand how to discuss a text LI: To understand how to use contextual clues LI: To understand inference and the use of PEE	Literacy Shed Clip – The Catch Infer, LI: To retrieve information LI: To understand how to use contextual clues LI: To understand inference and the use of PEE	LI: To read and discuss an unfamiliar text. LI: To summarise key events as a paragraph. LI: To understand the meaning of words in context. LI: To retrieve information from a text.	Wild by Emily Hughes LI: To be able to use a range of reading skills. (observe, wonder and infer) LI: To make inferences about a character's thoughts and feelings. LI: To retrieve information from a text	Poetry: I wake up/ End of the word – Michael Rosen LI: To retrieve information from a text LI: To summarise a text LI: To understand how to use contextual clues LI: To understand inference and the use of PEE	Arthur's Sword – Sophie McKenzie LI: To retrieve information from a text LI: To summarise a text LI: To understand how to use contextual clues LI: To understand inference and the use of PEE

Maths Place Value and Number (addition and subtraction)	First 3 days: Ll: Place value and presentation expectations Ll: To count in 100's Ll: Partition numbers to 100	Ll: Number line to 100 Ll: To recognise 100's Ll: To represent numbers to 1000 L.I. Represent 100, 10 and 1's in Base Ten L.I. Represent 100, 10 and 1's in counters	L.I. Number line to 1,000 L.I. Find 1, 10 or 100 more or less PPA Ll: To compare objects within 1000 Ll: To compare numbers within 1000.	L.I. To order numbers within 1000. Ll: To count in 50's (+ Assessment B) Addition and Subtraction Ll: To apply number bonds within 10 Ll: To add and subtract 1's Ll: To add and subtract 10's	Ll: To add and subtract 100's Ll: To spot the pattern PPA Ll: To add 1's across a 10 Ll: To add 10's across a 100	Ll: To subtract 1's across a 100 Ll: To subtract 10's across a 100 Ll: Make Connections Ll: Add 2 numbers (no regrouping) Ll: To subtract 2 numbers (no exchanging)	Ll: To add 2 numbers (across a 10) Ll: To add 2 numbers (across a 100) PPA Ll: To subtract 2 numbers (across a 10) To subtract 2 numbers (across a 100)
Science Rocks and soils	To explore the formation and properties of igneous rocks.	To explore the formation and properties of sedimentary and metamorphic rocks.	To explore weathering and the suitability of rocks for different purposes.	To explore how water contributes to the weathering of rocks.	To understand how fossils are formed.	To explore different types of soil.	
History The Stone Age	Ll: To place events on a timeline in chronological order.	Ll: To explore what homes were like in the early Stone Age. Check Point When was The Stone Age? Why are artefacts important?	Ll: To understand what a Stone Age settlement was like. Check Point How were Stone Age houses different to those today?	Ll: To explore how tools supported life in The Stone Age.	Ll: To identify how permanent settlements developed Check Point What do Stone Age artefacts tell us about the lives of early settlers?	Ll: To identify what sources can tell us about a period in history. Check point Explain the change from hunter-gatherer to permanent settlers.	Ll: To explore theories about Stonehenge.
Art Growing Artists	SDD/No Art Session	To recognise how artists use shape in drawing	To understand how to create tone in drawing by shading	To understand how texture can be created and used to make art	To apply observational drawing skills to create detailed studies	To explore composition and scale to create abstract drawings.	
Music			To understand the key features of rap and begin to perform a rap-inspired piece.		To learn a piece of music in several parts.		To recognise simple music compose and use notation to compose a 4 beat rhythm pattern.
Computing	To understand the school's expectations relating to hardware/internet usage	To give examples of what bullying is and how bullying on line can make someone feel To understand the concept of 'algorithm' and the need for precise instructions.	Revision To understand the coding layout and to debug issues	Sequence and Animation To understand that a sequence is a set of actions that happen in a particular order.	Sequence and Animation To learn to make things happen in a sequence, creating simple animations and simulations	Conditional Events Learn to code with 'if statements', which select different pieces of code to execute depending on what happens to other objects.	Conditional Events Ll To understand that sometimes we need the computer to make a decision about whether or not to carry out an instruction.

RE	Lesson 1 Theme: The Amrit Ceremony and the Khalsa (Sikhism) Question: Does joining the Khalsa make a person a better Sikh? To understand what it means to belong	Lesson 2 and 3 Theme: The Amrit Ceremony and the Khalsa (Sikhism) Question: Does joining the Khalsa make a person a better Sikh? To explore the Sikh ceremony	Lesson 2 and 3 Theme: The Amrit Ceremony and the Khalsa (Sikhism) Question: Does joining the Khalsa make a person a better Sikh? To explore the Sikh ceremony	Lesson 4 Theme: The Amrit Ceremony and the Khalsa (Sikhism) Question: Does joining the Khalsa make a person a better Sikh? To explore the Sikh joining ceremony	Lesson 5 Theme: The Amrit Ceremony and the Khalsa (Sikhism) Question: Does joining the Khalsa make a person a better Sikh? To consider reasons for joining the Khalsa	Lesson 6 Theme: The Amrit Ceremony and the Khalsa (Sikhism) Question: Does joining the Khalsa make a person a better Sikh? To express views on joining a group	
PSHE	L1: To recognise my worth and positive things about myself.	L1: To face new challenges positively, To make responsible choices, To ask for help when I need it	L1: To understand why rules are needed and how they relate to rights and responsibilities.	L1: To understand that my actions affect myself and others and I care about other people's feelings.	L1: To make responsible choices and take action.	L1: To understand my actions affect others and try to see things from their points of view	
PE	SDD	Indoor – To show full extension during a balance Indoor – To move in and of of shapes with fluency	Outdoor – Tag rugby Grasp the principle of moving forward to score over a line. Judge when to move to evade taggers. Select when to use speed to score points.	Indoor – To perform sequences using different types of rolls Indoor – To perform powerful jumps from low apparatus	Outdoor – Tag rugby Perform an effective short pass. Explore ways of passing within a team Apply passing skills within a game	Indoor – To perform in unison with a partner Indoor – To perform a group sequence using contrasting shapes	Outdorr PE- Tag Rugby Explore a range of techniques to avoid being tagged. Evade players to score points. Communicate with others to score points
Spellings	list 1 – ‘ow’ in middle of words	list 2 – u spelled ‘ou’	list 3 – i spelled with a ‘y’	list 4 – word endings ‘sure’	list 5 – word endings ‘ture’	list 6 Challenge words	
French	SDDs/3-day week/ No French	Introduction to the Francophone world and French as a subject on the curriculum.	PPA/Specialist Teacher To learn 5 animal nouns in French with their correct determiner.	Learn how to say 'hello', 'goodbye', as well as ask and answer the question 'how are you?' in French.	PPA/Specialist Teacher To learn 5 more animal nouns in French with their correct determiner.	Consolidate all vocabulary taught in the previous lesson and progress to learning how to ask and answer the question 'what is your name?' in French	
Forest School	Focus activity: Pencil making		Focus activity: Magic wand making		Focus activity: Conkers		

Term 2						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6/7
English   	<u>The First Drawing</u> To use a variety of grammatical and compositional features to retell a narrative To edit the choice of verbs to add detail and avoid repetition (Opportunity for publishing)	<u>Black Dog</u> To use different types of noun. To make inferences and justify using evidence. To begin to use inverted commas around direct speech. To use prepositions for place.	To identify and use apostrophes for contractions To use inverted commas to punctuate direct speech To use adjectives to expand noun phrases To make precise verb choices for effect To use fronted adverbials for cohesion	Assessment week	To use book talk to support my views To plan the main events of a story based on a known structure To write an effective opening for my story To write the build-up and dilemma for my story	Week 6 To write the resolution and ending for my story To edit writing for cohesion (Opportunity for publishing) Week 7/8 The Mermaid of Zennor I make content-based predictions To investigate word meanings To explore present perfect tense Book talk To use conjunctions, adverbs and prepositions to give reasons for predictions To use a range of fronted adverbials To retell known events from a different perspective.
Maths	Addition and subtraction cont LI: Add 2-digit and 3-digit numbers L.I. Subtract a 2-digit number from a 3-digit number PPA L.I. Complements to 100 L.I. Estimate answers	LI: Inverse operations L.I. Make decisions L.I. Assessment B Multiplication L.I. multiplication - equal groups L.I. Use arrays	LI: Multiplies of 2 L.I. Multiples of 5 and 10 PPA L.I. Sharing and Grouping L.I. Children in Need problem solving	Assessment Week	Stone Age Day LI: Multiply by 3 PPA L.I. Divide by 3 L.I. 3 times table .	Week 6 L.I. Multiply by 4 L.I. Divide by 4 L.I. 4 times table L.I. Multiply by 8 L.I. Divide by 8 Week 7 L.I. 8 times table LI: Christmas Performance day PPA LI: The 2, 4 and 8 times tables + assessment B L.I. Christmas Problem-solving
Science	Plants To compare the effect of different factors on plant growth	To describe the functions of different parts of a flowering plant and how they are used in photosynthesis	To investigate the way in which water is transported within plants	To explore the part that flowers play in the life cycle of flowering plants	*Stone Age Workshop	Week 6 To understand the pollination process and the ways in which seeds are dispersed Week 7 To compare the effect of different factors on plant growth Week 8 Science Assessment Test

Reading	<p>Literacy Shed</p> <p>The Gunpowder Plot</p> <p>.The Plotters (NF)</p> <p>.Gareth The Guard (F)</p> <p>LI: To be able to retrieve and record information.</p> <p>LI: To infer a character's thoughts and feelings</p> <p>LI: To explain the meaning of a word in context</p> <p>LI: To compare and contrast one text to another</p>	<p>Literacy Shed</p> <p>Remembrance Day</p> <p>. World War One facts (NF)</p> <p>. The Armistice (NF)</p> <p>. Remembrance Day Service (F)</p> <p>LI: To identify and explain how information contributes to meaning</p> <p>LI: To retrieve and record information from non-fiction</p> <p>LI: To infer a character's thoughts and feelings</p> <p>PPA</p>	<p>Literacy Shed –</p> <p>Poetry</p> <p>. A Dodo's Message</p> <p>. Ocean Rhyming</p> <p>LI: To be able to retrieve and record information.</p> <p>LI: To infer a character's thoughts and feelings</p> <p>LI: To explain the meaning of a word in context</p> <p>LI: To compare and contrast one text to another</p>	<p>Literacy Shed</p> <p>The Stone Age</p> <p>. Krag and the Beast (F)</p> <p>. Food (NF)</p> <p>LI: To be able to retrieve and record information.</p> <p>LI: To explain and to justify</p> <p>LI: To retrieve and record information from non-fiction</p> <p>PPA</p>	<p>Christmas Poetry</p> <p>LI: To explain the meaning of a word in context</p> <p>LI: To infer characters thoughts and feelings</p> <p>LI: To identify how language, structure & presentation contribute to meaning X2</p>	<p>Christmas</p> <p>LI: To retrieve and record information from non fiction</p> <p>LI: To explain and justify with evidence from the text.</p> <p>LI: To make meaning from new and unfamiliar words.</p> <p>LI: To make meaning from new and unfamiliar words.</p> <p>LI: to be able to summarise ideas</p> <p>LI: To identify and retrieve key details from a short film.</p>
<p>History</p> <p>The Stone Age</p>	<p>LI: To understand the impact of climate on a way of life.</p> <p>Checkpoint Quiz (6 questions based on Term 1)</p>	<p>LI: To explain how life changed throughout The Stone Age.</p>	<p>LI: To identify how the discovery of bronze led to significant changes in society.</p> <p>Climate Change Check Point</p>	<p>LI: To understand Bronze Age burials.</p> <p>Checkpoint How is bronze made?</p>	<p>LI: To identify what life was like in The Iron Age.</p> <p>Checkpoint Comparing the stone age with the bronze age</p> <p>Living History Workshop Monday 25th</p>	<p>LI: To explore conflict during The Iron Age.</p>
DT Kapow 4 sessions			<p>Lesson 1: Exploring pneumatics</p> <p>LI To understand how pneumatic systems work.</p>	<p>Lesson 2: Designing a pneumatic toy</p> <p>LI To design a toy that uses a pneumatic system.</p>	<p>Lesson 3: Making pneumatic toys</p> <p>LI To create a pneumatic system.</p>	<p>Lesson 4: Decorating and assembling my toy</p> <p>LI To test and finalise ideas against design criteria.</p>
Music	<p>To create a 4-beat rhythm on tuned percussion/keyboards.</p>		<p>To identify and perform syncopated rhythms. To sing a wider range of songs.</p>		<p>To compose a word chant rhythm. To contribute fully to a whole class performance.</p>	<p>To rehearse and perform using body and untuned percussion , keeping a steady beat and with an awareness of dynmaics and timbre.</p>
Computing	<p>Internet Safety Lessons</p> <p>Focus Area: Self-image and identity</p> <p>LI: How online, someone's identity can be different in real life</p> <p>Online Gaming- Focus on who to play with- Online/offline friends</p> <p>Gaming- Online Purchases</p> <p>Plan it (Year 3)</p> <p>Lesson 3- To Buy or Not to Buy</p>	<p>Computer Science</p> <p>Conditional Events</p> <p>Sometimes we need the computer to make a decision about whether or not to carry out an instruction. We can do this by telling it to execute code if, or when, a certain condition is met.</p> <p>Program a spaceship through a maze so that it stops at walls. Keep a car on track by changing its direction if it hits a colour.</p> <p>Make eggs disappear and reappear in random places. Use</p>	<p>Touch Typing Unit 3.4</p> <p>Purplemash</p> <p>To introduce typing termionology</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>Touch Typing Unit 3.4</p> <p>Purplemash</p> <p>To practise and improve typing for home, bottom and top rows</p>	<p>Touch Typing Unit 3.4</p> <p>Purplemash</p> <p>To practice the keys typed with the left hand</p>	<p>Touch Typing Unit 3.4</p> <p>Purplemash</p> <p>To practice the keys typed with the right hand</p>

		a hit event to control more than one object at a time.				
RE	<p>Theme: Christmas Key Question: Has Christmas lost its true meaning? Religion: Christianity (Concept - Incarnation)</p> <p>1.To explain what Christmas means to me and explore why it is or is not meaningful to me</p>	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.	<p>6.To explore whether Christmas has lost its true meaning.</p> <p>Week 7/8 RE assessment (grids) Christmas performance at the church</p>
PSHE	<p>Family LI: To understand that everybody's family is different and important to them</p>	<p>Family conflict LI: To understand that differences and conflicts sometimes happen among family members</p>	<p>Witness to bullying LI: To know what it means to be a witness to bullying</p> <p>Antibullying week <i>Choose Respect</i></p>	<p>How to react LI: To know that witnesses can make the situation better or worse by what they do.</p>	<p>Hurtful words LI: To recognise that some words are used in hurtful ways.</p>	<p>Words and consequences LI: To tell about a time when words affected someone's feelings and what the consequences were.</p>
PE	<p>Indoor – Dance</p> <p>Outdoor – Netball</p>	<p>Indoor – Gymnastics</p> <p>Outdoor – Netball</p>	<p>Indoor – Gymnastics</p> <p>Outdoor – Netball</p>	<p>Indoor – Gymnastics</p> <p>Outdoor – Netball</p>	<p>Indoor – Gymnastics</p> <p>Outdoor – Netball</p>	<p>Indoor – Gymnastics</p> <p>Outdoor – Netball</p>
Spelling	<p>List 6 – Challenge words</p> <p>LAPs – common exception words</p>	<p>List 7 – prefix –re</p> <p>LAPs – ing or ed</p>	<p>List 8 – prefix -dis</p> <p>LAPs – unstressed vowels</p>	<p>List 9 – prefix – mis</p> <p>LAPs – a as a_e</p>	<p>List 10 – suffixes beginning with vowel letters</p> <p>LAPs – e as e_e</p>	<p>List 11 – suffixrs beginning with vowel letters – doubling</p> <p>List 12- challenge words</p> <p>LAPs – i as i_e</p> <p>LAPs – o as o_e</p>
French	<p>PPA/Specialist Teacher</p> <p>To revise all 10 animal nouns with their determiner in French and start to attempt the spellings.</p>	<p>To learn how to recognise, recall and spell numbers 1-10 in French</p>	<p>PPA/Specialist Teacher</p> <p>To explore and understand better the role of the indefinite article/determiner in French.</p>	<p>To Learn how to recognise, recall and spell ten different colours in French with the aim of using this knowledge to say what their favourite colour is by the end of the lesson.</p>	<p>PPA/Specialist Teacher</p> <p>To I learn how to use the first-person conjugated verb 'je suis' (I am) in French.</p>	<p>To revise and consolidate all language covered in the unit and complete the end of unit assessment.</p> <p>Week 7/8 Songs and games to consolidate learning</p>
Forest School	Whittling using peelers		Creating frames		Christmas crafts using found objects	