



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

Curriculum focus:
History – The Stone Age

Critical Enquiry Question:

How did life in Britain change throughout The Stone Age?

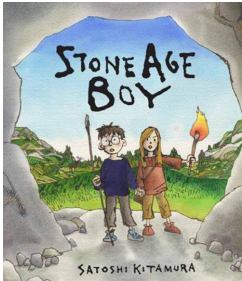
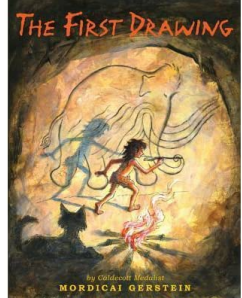
End of Unit Assessment Activity:

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. L.I. 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, L.I. To retrieve information LI: To understand how to use contextual clues LI: To understand inference and the use of PEE	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 L.I. 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 L.I. 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)	Place Value First 3 days: LI: To explore place value and presentation expectations LI: To know how to represent numbers to 100 LI: To understand how to partition numbers to 100	Place Value LI: To understand how to use a number line to 100 LI: To know how to count in hundreds LI: To understand how to represent numbers to 1000 LI: To know how to partition numbers to 1000 into hundreds, tens and ones	Place Value LI: To know how to partition numbers to 1000 in different ways LI: To understand how to represent 3-digit numbers using place value resources LI: To know how to find 1, 10 or 100 more or less than a number LI: To understand how to use a number line up to 1000 - Arithmetic Day	Place Value LI: To know how to estimate the position of a number on a number line LI: To know how to compare numbers to 1000 LI: To know how to order numbers to 1000 LI: To know how to count in 50s	Addition & Subtraction LI: To know how to use number bonds within 10 LI: To know how to add and subtract ones LI: To know how to add and subtract tens LI: To know how to add and subtract hundreds LI: To know how to identify patterns when adding and subtracting (Arithmetic)	Addition & Subtraction LI: To know how to add 1s across a 10 LI: To know how to add 10s across 100 LI: To know how to subtract 1's across a 10 LI: To know how to subtract 10s across 100	Addition & Subtraction LI: To understand how to use known facts LI: To know how to add two numbers LI: To know how to subtract 2 numbers LI: To know how to add two numbers across a 10 LI: To know how to add two numbers across 100 (Arithmetic)
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	LI: To place events on a timeline in chronological order.	LI: To explore what homes were like in the early Stone Age. Check Point When was The Stone Age? Why are artefacts important?	LI: To understand what a Stone Age settlement was like. Check Point How were Stone Age houses different to those today?	LI: To explore how tools supported life in The Stone Age.	LI: To identify how permanent settlements developed Check Point What do Stone Age artefacts tell us about the lives of early settlers?	LI: To identify what sources can tell us about a period in history. Check point Explain the change from hunter-gatherer to permanent settlers.	LI: 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 LI To understand that sometimes we need the computer to make a decision about whether or not to carry out an instruction.

RE	Lesson 1 To recognise that everyone has a worldview by exploring influences	Lesson 2 Theme: What makes us human? What is special about being human? To understand what makes being human special by exploring Humanist beliefs.	Lesson 3 Theme: What makes us human? To consider what makes humans special by exploring beliefs about the soul.	Lesson 4 Theme: What makes us human? To describe what some people believe about being human through exploring personal responses.	Lesson 5 Theme: What makes us human? To explore the meaning of spirituality to different people.	Lesson 6 Theme: What makes us human? To explain how and why some Buddhists meditate. To present own and others' views to answer the enquiry question, 'What makes us human?'	
PSHE	Ll: To recognise my worth and positive things about myself and my achievements.	Ll: To face new challenges positively, To make responsible choices, To ask for help when I need it	Ll: To understand why rules are needed and how they relate to rights and responsibilities.	Ll: To understand that my actions affect myself and others and I care about other people's feelings.	Ll: To make responsible choices and take action.	Ll: To understand my actions affect others and try to see things from their points of view	
PE	SDDs/3-day week/ No PE	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	SDDs/3-day week/ No Spellings	list 1 – 'ou' makes the 'ow' sound	list 2 – 'ou' makes the 'u' sound	list 3 – 'y' makes the 'i' sound	list 5 – word endings 'ture'	list 6 Challenge words	
French	SDDs- 3 day week No French lesson	PPA/Specialist Teacher To learn and become familiar with 5 vegetable nouns and their plural determiner in French.	Introduction to the Francophone world and French as a subject on the curriculum.	PPA/Specialist Teacher To learn and become familiar with 5 more vegetable nouns and their plural determiner in French.	To learn how to use key greetings in French.	PPA/Specialist Teacher learn how to ask for a kilo or half a kilo of a vegetable in French.	To learn how to ask and answer the question 'How are you?' in French.
Forest School		Focus activity: Pencil making		Focus activity: Magic wand making		Focus activity: Conkers	