Humshaugh First School

Subjects	Week: 1	Week: 2	Week: 3	Week: 4	Week: 5	Week: 6	Week: 7
Subjects	6.9.21	13.9.21	20.9.21	27.9.21	4.10.21	11.10.21	18.10.21
SPELLING	THE SPELLING	THE SPELLING	THE SPELLING	THE SPELLING	THE SPELLING	THE SPELLING	THE SPELLING
Mrs Long	BOOK	BOOK	BOOK	BOOK	BOOK	BOOK	BOOK
C	INVESTIGATIONS	INVESTIGATIONS	INVESTIGATIONS	INVESTIGATIONS	INVESTIGATIONS	INVESTIGATIONS	INVESTIGATIONS
	AND DAILY FAST	AND DAILY FAST	AND DAILY FAST	AND DAILY FAST	AND DAILY FAST	AND DAILY FAST	AND DAILY FAST
	TASKS	TASKS	TASKS	TASKS	TASKS	TASKS	TASKS
READING	The BFG	The BFG	The BFG	The BFG	The BFG	The BFG	The BFG
	Shared and	Shared and	Shared and	Shared and guided	Shared and guided	Shared and guided	Shared and guided
Mrs Long	guided reading	guided reading	guided reading	reading	reading	reading	reading
	Reading	Reading	Reading	Reading	Reading	Reading	Reading
	comprehensions	comprehensions	comprehensions	comprehensions	comprehensions	comprehensions	comprehensions
SPAG Mrs Long	YEAR 3 & 4 NOUNS AND PRONOUNS	YEAR 3 & 4 CLAUSES AND SUBORDINATE	YEAR 3 & 4 NOUN PHRASES	YEAR 3 & 4 PREPOSITIONS	YEAR 3 & 4 VERBS	YEAR 3 & 4 INVERTED COMMAS	YEAR 3 & 4 SENTENCE TYPES/ PARAGRAPHS
0		CLAUSES					EDITING
	SEE APPENDIX 2 BELOW	SEE APPENDIX 2 BELOW	SEE APPENDIX 2 BELOW	SEE APPENDIX 2 BELOW	SEE APPENDIX 2 BELOW	SEE APPENDIX 2 BELOW	SEE APPENDIX 2 BELOW
ENGLISH WRITING	DIARY/ REPORT	THE BFG STORY	THE BFG CHARACTER	THE BFG SETTING	THE BFG RECOUNTS AND	THE BFG STORY	THE BFG STORY ENDINGS
Mrs Long/ Ms Osborne	REFORT	OPENERS	CHARACIER	SETTING	SUMMARISING	DILEMMAS	

Mrs Long			Class 3 Medium T	erm Planning for Au	tumn 1 (2021/22)	Humshaugh	n First School
MATHS	WHITE ROSE	WHITE ROSE	WHITE ROSE	WHITE ROSE	WHITE ROSE	WHITE ROSE	WHITE ROSE
Mrs Long/	MATHS	MATHS	MATHS	MATHS	MATHS	MATHS	MATHS
Ms Osborne	JL-NUMBER	JL-NUMBER	JL-NUMBER	JL-NUMBER	NUMBER	NUMBER	NUMBER
	PLACE VALUE	PLACE VALUE	PLACE VALUE	PLACE VALUE	ADDITION AND	ADDITION AND	ADDITION AND
					SUBTRACTION	SUBTRACTION	SUBTRACTION
	LO-	LO-	LO-				LO-
	MEASUREMENT	MEASUREMENT	MEASUREMENT	LO-MEASUREMENT	LO-MEASUREMENT	LO-MEASUREMENT	MEASUREMENT
	LENGTH AND	LENGTH AND	LENGTH AND	LENGTH AND	LENGTH AND	LENGTH AND	LENGTH AND
	PERIMETER	PERIMETER	PERIMETER	PERIMETER	PERIMETER	PERIMETER	PERIMETER
	CHARANGA-	CHARANGA-	CHARANGA-	CHARANGA-	CHARANGA-	CHARANGA-	CHARANGA-
MUSIC	MAMMA MIA	MAMMA MIA	MAMMA MIA	MAMMA MIA	MAMMA MIA	MAMMA MIA	MAMMA MIA
Mrs Long							
	SINGING-	SINGING-	SINGING-	SINGING-	SINGING-	SINGING-	SINGING-
	HARVEST	HARVEST	HARVEST	HARVEST	HARVEST	CHRISTMAS	CHRISTMAS
	FESTIVAL	FESTIVAL	FESTIVAL	FESTIVAL	FESTIVAL	PRODUCTION	PRODUCTION
	A COMBINED	A COMBINED	A COMBINED	A COMBINED	A COMBINED		
	HARVEST	HARVEST	HARVEST	HARVEST	HARVEST		
COMPUTING	NCC Scheme of	NCC Scheme of	NCC Scheme of	NCC Scheme of	NCC Scheme of	NCC Scheme of	NCC Scheme of
Mrs Long	work	work	work	work	work	work	work
	Unit 3.2	Unit 3.2	Unit 3.2	Unit 3.2 Creating	Unit 3.2 Creating	Unit 3.2 Creating	Unit 3.2 Creating
	Creating Media -	Creating Media	Creating Media -	Media -	Media -	Media -	Media -
	Animation	-Animation	Animation	Animation	Animation	Animation	Animation
SCIENCE	ANIMALS	ANIMALS	ANIMALS	ANIMALS	ANIMALS	ANIMALS	ANIMALS
Mrs	INCLUDING	INCLUDING	INCLUDING	INCLUDING	INCLUDING	INCLUDING	INCLUDING
Carney	HUMANS	HUMANS	HUMANS	HUMANS	HUMANS	HUMANS	HUMANS
,	What are organs	What are the	How does	Are all teeth the	What is a food	Can you identify a	Revision
	and why do we	parts of the	digestion work?	same?	chain?	producer, predator	
	need them?	digestive system				and its prey?	
		and their					
		functions?					
ART	Sketching and	Sketching and	Sketching and	Sketching and	Sketching and	Sketching and	Sketching and
Ms	Drawing skills	Drawing skills	Drawing skills	Drawing skills	Drawing skills	Drawing skills	Drawing skills
Osborne							

Mrs Long			Class 3 Medium Term Planning for Autumn 1 (2021/22)			Humshaugh First School	
RE	CREATION- GOD	<b>CREATION- GOD</b>	<b>CREATION- GOD</b>	CREATION- GOD	CREATION- GOD	CREATION- GOD	CREATION- GOD
Mrs	(UC) L2.1 What	(UC) L2.1 What	(UC) L2.1 What	(UC) L2.1 What	(UC) L2.1 What	(UC) L2.1 What	(UC) L2.1 What
Wilkinson	do Christians	do Christians	do Christians	do Christians	do Christians	do Christians	do Christians
	learn from the	learn from the	learn from the	learn from the	learn from the	learn from the	learn from the
	Creation Story?	Creation Story?	Creation Story?	Creation Story?	Creation Story?	Creation Story?	Creation Story?
FRENCH	Getting to know	Getting to know	Getting to know	Getting to know	Getting to know	Getting to know	Getting to know
Mrs	you!	you!	you!	you!	you!	you!	you!
Wilkinson							
PE	TAG RUGBY	TAG RUGBY	TAG RUGBY	TAG RUGBY	TAG RUGBY	TAG RUGBY	TAG RUGBY
Mrs	SWIMMING	SWIMMING	SWIMMING	SWIMMING	SWIMMING	SWIMMING	SWIMMING
Alderslade							
HISTORY	Key Stage	Key Stage	Key Stage	Key Stage History	Key Stage History	Key Stage History	Key Stage History
Mrs Long	History	History	History Anglo	Anglo Saxons	Anglo Saxons	Anglo Saxons	Anglo Saxons
	Anglo Saxons	Anglo Saxons	Saxons				
PSHE	1 DECISION	1 DECISION	1 DECISION	1 DECISION	1 DECISION	1 DECISION	1 DECISION
Mrs	BEING	BEING	BEING	BEING	BEING	BEING	BEING
Phillips	RESPONSIBLE	RESPONSIBLE	RESPONSIBLE	RESPONSIBLE	RESPONSIBLE	RESPONSIBLE	RESPONSIBLE

## **APPENDIX 2**

Year 3: Detail	Year 3: Detail of content to be introduced (statutory requirement)			
Word Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example anti–, auto–]				
	Use of the <b>forms</b> <i>a</i> or <i>an</i> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> [for example, <u><i>a</i></u> <i>rock</i> , <u><i>an</i></u> <i>open box</i> ]			
	Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]			
Sentence	Expressing time, place and cause using <b>conjunctions</b> [for example, <i>when, before, after, while, so, because</i> ], <b>adverbs</b> [for example, <i>then, next, soon, therefore</i> ], or <b>prepositions</b> [for example, <i>before, after, during, in, because of</i> ]			
Text	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i> ]			
Punctuation	Introduction to inverted commas to punctuate direct speech			

Year 3: Detail	Year 3: Detail of content to be introduced (statutory requirement)		
Terminology for pupils	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')		

Year 4: Detail	Year 4: Detail of content to be introduced (statutory requirement)			
Word	The grammatical difference between plural and possessive –s			
	Standard English forms for <b>verb inflections</b> instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i> ]			
Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths</i> <i>teacher with curly hair</i> )			
	Fronted adverbials [for example, Later that day, I heard the bad news.]			
Text	Use of paragraphs to organise ideas around a theme			
	Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition			
Punctuation	Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i> ]			
	<b>Apostrophes</b> to mark <b>plural</b> possession [for example, <i>the girl's name</i> , <i>the girls' names</i> ]			
	Use of commas after fronted adverbials			
Terminology	determiner			
for pupils	pronoun, possessive pronoun			
	adverbial			