Humshaugh First School

Subjects	Week: 1	Week: 2	Week: 3	Week: 4	Week: 5	Week: 6	Week: 7
	5.9.22	12.9.22	19.9.22	26.9.22	3.10.22	10.10.22	17.10.22
SPELLING Mrs Long	RWI SPELLINGS	RWI SPELLINGS	RWI SPELLINGS	RWI SPELLINGS	RWI SPELLINGS	RWI SPELLINGS	RWI SPELLINGS
READING Mrs Long	Greek Myths Reading comprehensions	Greek Myths Reading comprehensions	Greek Myths Reading comprehensions	Greek Myths Reading comprehensions	Greek Myths Reading comprehensions	Greek Myths Reading comprehensions	Greek Myths Reading comprehensions
SPAG Mrs Long	YEAR 3 & 4 NOUNS AND PRONOUNS	YEAR 3 & 4 CLAUSES AND SUBORDINATE CLAUSES	YEAR 3 & 4 NOUN PHRASES	YEAR 3 & 4 PREPOSITIONS	YEAR 3 & 4 VERBS	YEAR 3 & 4 INVERTED COMMAS	YEAR 3 & 4 SENTENCE TYPES/ PARAGRAPHS EDITING
	SEE APPENDIX 2	SEE APPENDIX 2	SEE APPENDIX 2	SEE APPENDIX 2	SEE APPENDIX 2	SEE APPENDIX 2	SEE APPENDIX 2
	BELOW	BELOW	BELOW	BELOW	BELOW	BELOW	BELOW
ENGLISH	Theseus and the	Theseus and	Theseus and the				
WRITING	Minotaur	the Minotaur	Minotaur	Minotaur	Minotaur	Minotaur	Minotaur
Mrs Long/	and other Greek	and other Greek	and other Greek	and other Greek	and other Greek	and other Greek	and other Greek
Ms Osborne	Myths	Myths	Myths	Myths	Myths	Myths	Myths

Mrs Long			Class 3 Medium Term Planning for Autumn 1 (2022-2023)			Humshaugh 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
MUSIC	SINCING		CINCINC			CINICINIC	SINCING
MUSIC	SINGING-	SINGING-	SINGING-	SINGING-	SINGING-	SINGING-	SINGING-
Mrs Long	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 their functions?				and its prey?	
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 T	erm Planning for Au	Humshaugh First School		
RE	HINDUSIM	HINDUSIM	HINDUSIM	HINDUSIM	HINDUSIM	HINDUSIM	HINDUSIM
Mrs	L2.7 What does	L2.7 What does	L2.7 What does	L2.7 What does it	L2.7 What does it	L2.7 What does it	L2.7 What does it
Wilkinson	it mean to be a	it mean to be a	it mean to be a	mean to be a	mean to be a	mean to be a	mean to be a
	Hindu in Britain	Hindu in Britain	Hindu in Britain	Hindu in Britain	Hindu in Britain	Hindu in Britain	Hindu in Britain
	today?	today?	today?	today?	today?	today?	today?
FRENCH	Greetings and	Greetings and	Greetings and	Greetings and	Greetings and	Greetings and	Greetings and
Mrs	French culture	French culture	French culture	French culture	French culture	French culture	French culture
Wilkinson	Classroom	Classroom	Classroom	Classroom	Classroom	Classroom	Classroom
	instructions	instructions	instructions	instructions	instructions	instructions	instructions
	Animals	Animals	Animals	Animals	Animals	Animals	Animals
	vocabulary	vocabulary	vocabulary	vocabulary	vocabulary	vocabulary	vocabulary
	Numbers and	Numbers and	Numbers and	Numbers and	Numbers and	Numbers and	Numbers and
	plurals	plurals	plurals	plurals	plurals	plurals	plurals
PE	MULTI-SKILLS	MULTI-SKILLS	MULTI-SKILLS	MULTI-SKILLS	MULTI-SKILLS	MULTI-SKILLS	MULTI-SKILLS
Mrs	SWIMMING	SWIMMING	SWIMMING	SWIMMING		SWIMMING	SWIMMING
Alderslade							
HISTORY	Ancient Greece	Ancient Greece	Ancient Greece	Ancient Greece	Ancient Greece	Ancient Greece	Ancient Greece
Mrs Long							
PSHE	1 DECISION	1 DECISION	1 DECISION	1 DECISION	1 DECISION	1 DECISION	1 DECISION
Mrs	FEELINGS AND	FEELINGS AND	FEELINGS AND	FEELINGS AND	FEELINGS AND	FEELINGS AND	FEELINGS AND
Phillips	EMOTIONS	EMOTIONS	EMOTIONS	EMOTIONS	EMOTIONS	EMOTIONS	EMOTIONS

## **APPENDIX 2**

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 <i>super</i> –, <i>anti</i> –, <i>auto</i> –]	
	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> rock, <u><i>an</i></u> open box]	
	Word families based on common words, showing how words are related in form and meaning [for example, <i>solve, solution, solver, dissolve, insoluble</i> ]	
Sentence	Expressing time, place and cause using <b>conjunctions</b> [for example, <i>when</i> , <i>before</i> , <i>after</i> , <i>while</i> , <i>so</i> , <i>because</i> ], <b>adverbs</b> [for example, <i>then</i> , <i>next</i> , <i>soon</i> , <i>therefore</i> ], or <b>prepositions</b> [for example, <i>before</i> , <i>after</i> , <i>during</i> , <i>in</i> , <i>because</i> of]	
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 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> ]		
	Apostrophes to mark plural possession [for example, the girl's name, the girls' names]		
	Use of commas after fronted adverbials		
Terminology	determiner		
for pupils	pronoun, possessive pronoun		
	adverbial		