| Mrs Long |  |  | Class 3 Medium Term Planning for Autumn 1 (2022-2023) |  |  | Humshaugh First School |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Subjects | Week: 1 5.9.22 | Week: 2 <br> 12.9.22 | Week: 3 <br> 19.9.22 | Week: 4 26.9.22 | Week: 5 <br> 3.10.22 | $\begin{aligned} & \text { Week: } 6 \\ & 10.10 .22 \end{aligned}$ | Week: 7 <br> 17.10.22 |
| SPELLING <br> Mrs Long | RWI SPELLINGS | RWI SPELLINGS | RWI SPELLINGS | RWI SPELLINGS | RWI SPELLINGS | RWI SPELLINGS | RWI SPELLINGS |
| READING <br> 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 <br> Mrs Long | YEAR 3 \& 4 NOUNS AND PRONOUNS <br> SEE APPENDIX 2 BELOW | YEAR 3 \& 4 CLAUSES AND SUBORDINATE CLAUSES <br> SEE APPENDIX 2 BELOW | YEAR 3 \& 4 NOUN PHRASES <br> SEE APPENDIX 2 BELOW | YEAR 3 \& 4 PREPOSITIONS <br> SEE APPENDIX 2 BELOW | YEAR 3 \& 4 VERBS <br> SEE APPENDIX 2 BELOW | YEAR 3 \& 4 INVERTED COMMAS <br> SEE APPENDIX 2 BELOW | $\begin{gathered} \text { YEAR 3 \& } 4 \\ \text { SENTENCE TYPES/ } \\ \text { PARAGRAPHS } \\ \text { EDITING } \\ \text { SEE APPENDIX } 2 \\ \text { BELOW } \end{gathered}$ |
| ENGLISH WRITING Mrs Long/ Ms Osborne | Theseus and the Minotaur and other Greek Myths | Theseus and the Minotaur and other Greek Myths | Theseus and the Minotaur and other Greek Myths | Theseus and the Minotaur and other Greek Myths | Theseus and the Minotaur and other Greek Myths | Theseus and the Minotaur and other Greek Myths | Theseus and the Minotaur and other Greek Myths |


| Mrs Long |  |  | Class 3 Medium Term Planning for Autumn 1 (2022-2023) |  |  | Humshaugh First School |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| MATHS <br> Mrs Long/ Ms Osborne | WHITE ROSE MATHS <br> JL-NUMBER <br> PLACE VALUE <br> LO- <br> MEASUREMENT <br> LENGTH AND PERIMETER | WHITE ROSE MATHS JL-NUMBER PLACE VALUE <br> LO- <br> MEASUREMENT LENGTH AND PERIMETER | WHITE ROSE MATHS JL-NUMBER PLACE VALUE <br> LO- <br> MEASUREMENT <br> LENGTH AND PERIMETER | WHITE ROSE MATHS JL-NUMBER PLACE VALUE <br> LO-MEASUREMENT LENGTH AND PERIMETER | WHITE ROSE MATHS NUMBER ADDITION AND SUBTRACTION <br> LO-MEASUREMENT LENGTH AND PERIMETER | WHITE ROSE MATHS NUMBER ADDITION AND SUBTRACTION <br> LO-MEASUREMENT LENGTH AND PERIMETER | WHITE ROSE MATHS NUMBER <br> ADDITION AND SUBTRACTION LO- <br> MEASUREMENT LENGTH AND PERIMETER |
| MUSIC Mrs Long | SINGINGHARVEST FESTIVAL A COMBINED HARVEST | SINGING- <br> HARVEST <br> FESTIVAL <br> A COMBINED <br> HARVEST | SINGING- <br> HARVEST <br> FESTIVAL <br> A COMBINED <br> HARVEST | SINGINGHARVEST FESTIVAL A COMBINED HARVEST | SINGING- <br> HARVEST <br> FESTIVAL <br> A COMBINED <br> HARVEST | SINGINGCHRISTMAS PRODUCTION | SINGINGCHRISTMAS PRODUCTION |
| COMPUTING Mrs Long | NCC Scheme of work <br> Unit 3.2 <br> Creating Media Animation | NCC Scheme of work <br> Unit 3.2 <br> Creating Media <br> -Animation | NCC Scheme of work <br> Unit 3.2 <br> Creating Media Animation | NCC Scheme of work <br> Unit 3.2 Creating Media - <br> Animation | NCC Scheme of work <br> Unit 3.2 Creating Media - <br> Animation | NCC Scheme of work <br> Unit 3.2 Creating Media - <br> Animation | NCC Scheme of work <br> Unit 3.2 Creating Media - <br> Animation |
| SCIENCE <br> Mrs Carney | ANIMALS INCLUDING HUMANS <br> What are organs and why do we need them? | ANIMALS <br> INCLUDING HUMANS <br> What are the parts of the digestive system and their functions? | ANIMALS INCLUDING HUMANS <br> How does digestion work? | ANIMALS INCLUDING HUMANS <br> Are all teeth the same? | ANIMALS INCLUDING HUMANS What is a food chain? | ANIMALS INCLUDING HUMANS Can you identify a producer, predator and its prey? | ANIMALS INCLUDING HUMANS Revision |
| ART <br> Ms Osborne | Sketching and Drawing skills | Sketching and Drawing skills | Sketching and Drawing skills | Sketching and Drawing skills | Sketching and Drawing skills | Sketching and Drawing skills | Sketching and Drawing skills |


| Mrs Long |  |  | Class 3 Medium Term Planning for Autumn 1 (2022-2023) |  |  | Humshaugh First School |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| RE <br> Mrs <br> Wilkinson | HINDUSIM <br> L2.7 What does it mean to be a Hindu in Britain today? | HINDUSIM <br> L2.7 What does it mean to be a Hindu in Britain today? | HINDUSIM <br> L2.7 What does it mean to be a Hindu in Britain today? | HINDUSIM <br> L2.7 What does it mean to be a Hindu in Britain today? | HINDUSIM <br> L2.7 What does it mean to be a Hindu in Britain today? | HINDUSIM <br> L2.7 What does it mean to be a Hindu in Britain today? | HINDUSIM <br> L2.7 What does it mean to be a Hindu in Britain today? |
| $\begin{aligned} & \text { FRENCH } \\ & \text { Mrs } \\ & \text { Wilkinson } \end{aligned}$ | Greetings and French culture Classroom instructions Animals vocabulary Numbers and plurals | Greetings and French culture Classroom instructions Animals vocabulary Numbers and plurals | Greetings and French culture Classroom instructions Animals vocabulary Numbers and plurals | Greetings and French culture Classroom instructions Animals vocabulary Numbers and plurals | Greetings and French culture Classroom instructions Animals vocabulary Numbers and plurals | Greetings and French culture Classroom instructions Animals vocabulary Numbers and plurals | Greetings and French culture Classroom instructions Animals vocabulary Numbers and plurals |
| PE <br> Mrs <br> Alderslade | MULTI-SKILLS SWIMMING | MULTI-SKILLS SWIMMING | MULTI-SKILLS SWIMMING | MULTI-SKILLS SWIMMING | MULTI-SKILLS | MULTI-SKILLS SWIMMING | MULTI-SKILLS SWIMMING |
| HISTORY <br> Mrs Long | Ancient Greece | Ancient Greece | Ancient Greece | Ancient Greece | Ancient Greece | Ancient Greece | Ancient Greece |
|  | $\begin{aligned} & 1 \text { DECISION } \\ & \text { FEELINGS AND } \\ & \text { EMOTIONS } \end{aligned}$ | 1 DECISION FEELINGS AND EMOTIONS | 1 DECISION FEELINGS AND EMOTIONS | $\begin{aligned} & 1 \text { DECISION } \\ & \text { FEELINGS AND } \\ & \text { EMOTIONS } \end{aligned}$ | $\begin{aligned} & 1 \text { DECISION } \\ & \text { FEELINGS AND } \\ & \text { EMOTIONS } \end{aligned}$ | $\begin{aligned} & 1 \text { DECISION } \\ & \text { FEELINGS AND } \\ & \text { EMOTIONS } \end{aligned}$ | $\begin{gathered} 1 \text { DECISION } \\ \text { FEELINGS AND } \\ \text { EMOTIONS } \end{gathered}$ |

APPENDIX 2

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

Year 3: Detail of content to be introduced (statutory requirement)
Terminology
preposition, conjunction
for pupils
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 <br> Standard English forms for verb inflections instead of local spoken <br> forms [for example, we were instead of we was, or I did instead of I <br> done] |
| Sentence | Noun phrases expanded by the addition of modifying adjectives, nouns <br> and preposition phrases (e.g. the teacher expanded to: the strict maths <br> teacher with curly hair) <br> Fronted adverbials [for example, Later that day, I heard the bad news.] |
| Text | Use of paragraphs to organise ideas around a theme <br> Appropriate choice of pronoun or noun within and across sentences to <br> aid cohesion and avoid repetition |
| Punctuation | Use of inverted commas and other punctuation to indicate direct <br> speech [for example, a comma after the reporting clause; end <br> punctuation within inverted commas: The conductor shouted, "Sit <br> down!"] <br> Apostrophes to mark plural possession [for example, the girl's name, <br> the girls' names] <br> Use of commas after fronted adverbials |
| Terminology <br> for pupils | determiner <br> pronoun, possessive pronoun <br> adverbial |

