Main Topic/Theme: STEP INTO A PICTURE...BOOK

	Week: 1	Week: 2	Week: 3	Week: 4	Week: 5	Week: 6	Week: 7	Week: 8
Subjects	31.8.20	7.9.20	14.9.20	21.9.20	28.9.20	5.10.20	12.10.20	19.10.20
Spellings	YEAR 3 & 4	YEAR 3 & 4	YEAR 3 & 4	YEAR 3 & 4	YEAR 3 & 4	YEAR 3 & 4	YEAR 3 & 4	YEAR 3 & 4
	SPELLING LIST	SPELLING LIST	SPELLING LIST	SPELLING LIST	SPELLING LIST	SPELLING LIST	SPELLING LIST	SPELLING LIST
								CHORT BEADS
Guided	ALL ABOUT ME	SHORT READS	SHORT READS	SHORT READ	SHORT READS	SHORT READS	SHORT READS	SHORT READS
reading	HELPING HANDS	FICTION	NON-FICTION	POETRY	FICTION	NON-FICTION	POETRY	FICTION
reading		The Secret	Robots	Bird Poems	The Wind in the	Weather	Elephant poems	The Wonderful
		Garden			Willows			Wizard of Oz
Daily	Word of the Day	Word of the Day	Word of the Day	Word of the Day	Word of the Day	Word of the Day	Word of the Day	Word of the Day
•	Countdown	Countdown	Countdown	Countdown	Countdown	Countdown	Countdown	Countdown
	Five lives	Five lives	Five lives	Five lives	Five lives	Five lives	Five lives	Five lives
	YEAR 3 & 4	YEAR 3 & 4	YEAR 3 & 4	YEAR 3 & 4	YEAR 3 & 4	YEAR 3 & 4	YEAR 3 & 4	YEAR 3 & 4
SPAG	② extending the	② extending the	② extending the	② extending the	② extending the	② extending the	② extending the	② extending the
	range of	range of	range of	range of	range of	range of	range of	range of
	sentences with	sentences with	sentences with	sentences with	sentences with	sentences with	sentences with	sentences with
	more than one	more than one	more than one	more than one	more than one	more than one	more than one	more than one
	clause by using a	clause by using a	clause by using a	clause by using a	clause by using a	clause by using a	clause by using a	clause by using a
	wider range of	wider range of	wider range of	wider range of	wider range of	wider range of	wider range of	wider range of
	conjunctions,	conjunctions,	conjunctions,	conjunctions,	conjunctions,	conjunctions,	conjunctions,	conjunctions,
	including when, if,	including when, if,	including when, if,	including when,	including when,	including when, if,	including when,	including when,
	because, although	because, although	because, although	if, because,	if, because,	because, although	if, because,	if, because,
	using	② using	2 using	although	although	2 using	although	although
	conjunctions,	conjunctions,	conjunctions,	<pre>② using</pre>	<pre>② using</pre>	conjunctions,	using	② using
	adverbs and	adverbs and	adverbs and	conjunctions,	conjunctions,	adverbs and	conjunctions,	conjunctions,
	prepositions to	prepositions to	prepositions to	adverbs and	adverbs and	prepositions to	adverbs and	adverbs and
	express time and	express time and	express time and	prepositions to	prepositions to	express time and	prepositions to	prepositions to
	cause	cause	cause	express time and	express time and	cause	express time and	express time and
	② using the	② using the	using the	cause	cause	using the	cause	cause
	present perfect	present perfect	present perfect	using the	using the	present perfect	using the	using the
	form of verbs in	form of verbs in	form of verbs in	present perfect	present perfect	form of verbs in	present perfect	present perfect
	contrast to the	contrast to the	contrast to the	form of verbs in	form of verbs in	contrast to the	form of verbs in	form of verbs in
	past tense	past tense	past tense	contrast to the	contrast to the	past tense	contrast to the	contrast to the
	Difference	Difference	Difference	past tense	past tense	Difference	past tense	past tense
	between non-	between non-	between non-	Difference	Difference	between non-	Difference	Difference
	standard and	standard and	standard and	between non-	between non-	standard and	between non-	between non-
	standard English	standard English	standard English	standard and	standard and	standard English	standard and	standard and

	Mrs Long			Class 3 Medium Ter	m Planning for Autur	nn 1st Hum	shaugh First School	
	choosing nouns	Choosing nouns	choosing nouns	standard English	standard English	choosing nouns	standard English	standard English
	or pronouns	or pronouns	or pronouns	choosing nouns	choosing nouns	or pronouns	? choosing nouns	? choosing nouns
	appropriately for	appropriately for	appropriately for	or pronouns	or pronouns	appropriately for	or pronouns	or pronouns
	clarity and	clarity and	clarity and	appropriately for	appropriately for	clarity and	appropriately for	appropriately for
	cohesion and to	cohesion and to	cohesion and to	clarity and	clarity and	cohesion and to	clarity and	clarity and
	avoid repetition	avoid repetition	avoid repetition	cohesion and to	cohesion and to	avoid repetition	cohesion and to	cohesion and to
	!indicating	② indicating	!indicating	avoid repetition	avoid repetition	② indicating	avoid repetition	avoid repetition
	possession by	possession by	possession by	Indicating	Indicating	possession by	Indicating	Indicating
	using the	using the	using the	possession by	possession by	using the	possession by	possession by
	possessive	possessive	possessive	using the	using the	possessive	using the	using the
	apostrophe with	apostrophe with	apostrophe with	possessive	possessive	apostrophe with	possessive	possessive
	plural nouns	plural nouns	plural nouns	apostrophe with	apostrophe with	plural nouns	apostrophe with	apostrophe with
	using fronted	using fronted	② using fronted	plural nouns	plural nouns	using fronted	plural nouns	plural nouns
	adverbials	adverbials	adverbials	using fronted	using fronted	adverbials	using fronted	using fronted
	using commas	using commas	using commas	adverbials	adverbials	using commas	adverbials	adverbials
	after fronted	after fronted	after fronted	using commas	using commas	after fronted	using commas	using commas
	adverbials	adverbials	adverbials	after fronted	after fronted	adverbials	after fronted	after fronted
	② using and	using and	using and	adverbials	adverbials	using and	adverbials	adverbials
	punctuating	punctuating	punctuating	using and	using and	punctuating	using and	using and
	direct speech	direct speech	direct speech	punctuating	punctuating	direct speech	punctuating	punctuating
				direct speech	direct speech		direct speech	direct speech
	SEE APPENDIX 2	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	BELOW
Facilials	THE WRITE STUFF	THE WRITE STUFF	THE WRITE STUFF	THE WRITE STUFF	THE WRITE STUFF	THE WRITE STUFF	THE WRITE STUFF	THE WRITE STUFF
English								
	Journey	Journey	Journey	Journey	Journey	Journey	Journey	Journey
	The Incredible	The Incredible	The Incredible	The Incredible	The Incredible	The Incredible	The Incredible	The Incredible
	Book Eating Boy	Book Eating Boy	Book Eating Boy	Book Eating Boy	Book Eating Boy	Book Eating Boy	Book Eating Boy	Book Eating Boy

The Magic

Paintbrush

ADDITION AND

SUBTRACTION

The Magic

Paintbrush

MULTIPLICATION

AND DIVISION

The Magic

Paintbrush

MULTIPLICATION

AND DIVISION

The Magic

Paintbrush

MULTIPLICATION

AND DIVISION

The Magic Paintbrush

FRACTIONS AND

DECIMALS

The Magic

Paintbrush

PLACE VALUE

ASSESSMENT

MATHS

The Magic

Paintbrush

PLACE VALUE

ASSESSMENT

The Magic

Paintbrush

ADDITION AND

SUBTRACTION

Mrs	Long
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Class 3 Medium Term Planning for Autumn 1st

Humshaugh First School

Music	HARVEST	HARVEST	HARVEST	HARVEST				
Music					HARVEST	LIGHTS, CAMEL,	LIGHTS, CAMEL,	LIGHTS, CAMEL,
	FESTIVAL	FESTIVAL	FESTIVAL	FESTIVAL	FESTIVAL	ACTION 2	ACTION 2	ACTION 2
	UNIT 1: PULSE	UNIT 1: PULSE	UNIT 1: PULSE	UNIT 1: PULSE	UNIT 1: PULSE	UNIT 1: PULSE		
	OIVII 1.1 OLSE	OIVII 1.1 OLSE	ONIT 1.1 OLSE	OWIT 1.1 OLSE	ONIT 1.1 OLSE	ONIT 1. TOLSE		
Computing i	ipads	ipads	ipads	ipads	ipads	ipads	ipads	ipads
Companing	Google search engine	Google search engine	Google search engine	Google search engine	Google search engine	Google search engine	Google search engine	Google search engine
	and images	and images	and images	and images	and images	and images	and images	and images
	Range of websites	Range of websites	Range of websites	Range of websites	Range of websites	Range of websites	Range of websites	Range of websites
	linked with topic-	linked with topic-	linked with topic-	linked with topic-	linked with topic-	linked with topic-	linked with topic-	linked with topic-
	research	research	research	research	research	research	research	research
	Scratch/Hour of Code	Scratch/Hour of Code	Scratch/Hour of Code	Scratch/Hour of Code	Scratch/Hour of Code	Scratch/Hour of Code	Scratch/Hour of Code	Scratch/Hour of Code
	Maths games	Maths games	Maths games	Maths games	Maths games	Maths games	Maths games	Maths games
	Pen Pals-Handwriting	Pen Pals-Handwriting	Pen Pals-Handwriting	Pen Pals-Handwriting	Pen Pals-Handwriting	Pen Pals-Handwriting	Pen Pals-Handwriting	Pen Pals-Handwriting
	ren rais-nanuwitting	ren rais-nanuwitting	ren rais-nanuwitting	ren rais-nanuwitting	ren rais-nanuwnting	ren rais-nanuwnting	ren rais-nanuwnting	ren rais-nanuwitting
Science	Animals, Including	Animals, Including	Animals, Including	Animals, Including	Animals, Including	Animals, Including	Animals, Including	Animals, Including
Mrs Carney		,	_	Humans	_	_	_	_
	Humans	Humans	Humans	Hullidis	Humans	Humans	Humans	Humans
Art/DT	Illustration and	Illustration and	Illustration and	Illustration and	Illustration and	Illustration and	Illustration and	Illustration and
Ms	Sculpture	Sculpture	Sculpture	Sculpture	Sculpture	Sculpture	Sculpture	Sculpture
	Scalptare	Scarptare	Scarptare	Scarptare	Scarptare	Scarptare	Scarptare	Scarptare
Osborne								
	HINDUISM	HINDUISM	HINDUISM	HINDUISM	HINDUISM	HINDUISM	HINDUISM	HINDUISM
RE	L2.7 What does it	L2.7 What does it	L2.7 What does it	L2.7 What does it	L2.7 What does it	L2.7 What does it	L2.7 What does it	L2.7 What does it
Mrs	mean to be a Hindu	mean to be a Hindu	mean to be a Hindu	mean to be a Hindu	mean to be a Hindu	mean to be a Hindu	mean to be a Hindu	mean to be a Hindu
	in Britain today?	in Britain today?	in Britain today?	in Britain today?	in Britain today?	in Britain today?	in Britain today?	in Britain today?
Wilkinson	Core	Core	Core	Core	Core	Core	Core	Core
French	Getting to know	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!	you!
		•	•					
Wilkinson								
PE	CRICKET	CRICKET	CRICKET	CRICKET	CRICKET	CRICKET	CRICKET	CRICKET
	CHICKET	CHICKET	O.H.CILL!	O'HONE I	O.H.CKET	O.H.CKET	CHICKET	CHICKET
Mrs								
Alderslade								
	NA montation a	N.Atailea	Manustaina	N.A	N.A	Duilding Leasting 1	Duilding Leasting 1	Duthalian Lorente of
Geography	Mountains,	Mountains,	Mountains,	Mountains,	Mountains,	Building Locational	Building Locational	Building Locational
0			Valcanaac and	Volcanoes and	Volcanoes and	Knowledge: Europe	Knowledge: Europe	I Knowlodgo: Europo
	Volcanoes and Earthquakes	Volcanoes and Earthquakes	Volcanoes and Earthquakes	Earthquakes	Earthquakes	Knowicage. Europe	Knowledge. Edrope	Knowledge: Europe

APPENDIX 2

Year 3: Detail	Year 3: Detail of content to be introduced (statutory requirement)			
Word	Formation of nouns using a range of prefixes [for example <i>super</i> –, anti–, auto–]			
	Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <u>a</u> rock, <u>an</u> open box]			
	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 conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]			
Text	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation			
	Use of the present perfect form of verbs 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 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	Year 4: Detail of content to be introduced (statutory requirement)					
Word	The grammatical difference between plural and possessive –s					
	Standard English forms for verb inflections 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. the teacher expanded to: the strict maths teacher with curly hair)					
	Fronted adverbials [for example, <u>Later that day</u> , I heard the bad news.]					
Text	Use of paragraphs to organise ideas around a theme					
	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition					
Punctuation	Use of inverted commas and other punctuation 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					