

**MTP Autumn 1 Humshaugh First School Class 3 - Mrs Long/Ms Osborne/Mrs Wilkinson /Mr Hulbert**

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<b>MATHS</b>	<b>NUMBER AND PLACE VALUE</b>	<b>NUMBER AND PLACE VALUE</b>	<b>NUMBER AND PLACE VALUE</b>	<b>NUMBER AND PLACE VALUE</b>	<b>NUMBER AND PLACE VALUE</b>	<b>NUMBER AND PLACE VALUE</b>	<b>NUMBER AND PLACE VALUE</b>	<b>NUMBER AND PLACE VALUE</b>
	<p>Y3 counting on from 0 in 4s, 8s, 50s, 100s</p> <p>Y3 I can find 10 or 100 more or less than a given number.</p> <p>Y4 counting on from 0 in 6, 7, 9, 25 and 1000.</p> <p>Y4 I can find 1000 more or less than a given number.</p>	<p>Y3 counting on from 0 in 4s, 8s, 50s, 100s</p> <p>Y3 I can find 10 or 100 more or less than a given number.</p> <p>Y4 counting on from 0 in 6, 7, 9, 25 and 1000.</p> <p>Y4 I can find 1000 more or less than a given number.</p>	<p>Y3 counting on from 0 in 4s, 8s, 50s, 100s</p> <p>Y3 I can recognise the place value of each digit in a 3-digit number.</p> <p>Y4 counting on from 0 in 6, 7, 9, 25 and 1000.</p> <p>Y4 I can recognise the place value if each digit in a 4-digit number.</p>	<p>Y3 counting on from 0 in 4s, 8s, 50s, 100s</p> <p>Y3 I can compare and order numbers up to 100.</p> <p>Y4 counting on from 0 in 6, 7, 9, 25 and 1000.</p> <p>Y4 I can compare and order numbers beyond 1000.</p>	<p>Y3 counting on from 0 in 4s, 8s, 50s, 100s</p> <p>Y3 I can identify, represent and estimate numbers using different representations.</p> <p>Y4 counting on from 0 in 6, 7, 9, 25 and 1000.</p> <p>Y4 I can identify, represent and estimate numbers using different representations.</p>	<p>Y3 counting on from 0 in 4s, 8s, 50s, 100s</p> <p>Y3 I can read and write numbers up to 1000 in numerals and words.</p> <p>Y4 counting on from 0 in 6, 7, 9, 25 and 1000.</p> <p>Y4 I can round any number to the nearest 10, 100 or 1000.</p>	<p>Y3 counting on from 0 in 4s, 8s, 50s, 100s</p> <p>Y3 I can solve number problems and practical problems</p> <p>Y4 counting on from 0 in 6, 7, 9, 25 and 1000.</p> <p>Y4 I can solve number problems and practical problems</p>	<p>ASSESS AND REVIEW</p>
		<b>SHAPE, SPACE AND MEASURE</b>	<b>SHAPE, SPACE AND MEASURE</b>	<b>SHAPE, SPACE AND MEASURE</b>	<b>SHAPE, SPACE AND MEASURE</b>	<b>SHAPE, SPACE AND MEASURE</b>	<b>SHAPE, SPACE AND MEASURE</b>	
		<p>Y3 – Right Angles</p> <p>Y4 – Identify Angles</p>	<p>Y3 – Measure &amp; draw accurately /Horizontal &amp; Vertical</p> <p>Y4 – Triangles</p>	<p>Y3 – Recognise &amp; describe 2-D shapes</p> <p>Y4 – Polygons</p>		<p>ALL Make 3D Shapes</p>	<p>To use problems solving to help understand place value.</p>	

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HISTORY	<b>Anglo Saxons</b> Who were the Anglo Saxons Invaders and why did they settle in Britain?	<b>Anglo Saxons</b> What was life like in an Anglo Saxons village? Including clothes, food/drink	<b>Anglo Saxons</b> How was Anglo Saxon Britain ruled?  <b>Trip to Jarrow Hall</b>	<b>Anglo Saxons</b> Who was Alfred the Great?	<b>Anglo Saxons</b> How did the Anglo Saxons find out about Christianity?	<b>Anglo Saxons</b> What was the mystery of the Sutton Hoo?	<b>Anglo Saxons</b> Assessment quiz	<b>Anglo Saxons</b> Assess and Review
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<b>SCIENCE</b>	<p><b>Tooth Decay</b> Setting up simple practical enquiries, comparative and fair tests. Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Identify the different types of teeth in humans and their simple functions.</p>	<p><b>Types of Teeth</b>  Identify the different types of teeth in humans and their simple functions.  Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.  Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p>	<p><b>Trip to Jarrow Hall</b></p>	<p><b>The Digestion Process</b> Describe the simple functions of the basic parts of the digestive system in humans. Use straightforward scientific evidence to answer questions or to support their findings.</p>	<p><b>Parts of the Digestive System</b> Describe the simple functions of the basic parts of the digestive system in humans.</p>	<p><b>Food Chains</b> Construct and interpret a variety of food chains, identifying producers, predators and prey. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.</p>	<p><b>Animal Teeth</b> Construct and interpret a variety of food chains, identifying producers, predators and prey. Identifying differences, similarities or changes related to simple scientific ideas and processes. Using straightforward scientific evidence to answer questions or to support their findings.</p>	
	<p><b>Sketchbook and Drawing Skills</b></p>	<p><b>Sketchbook and Drawing Skills</b></p>	<p><b>Sketchbook and Drawing Skills</b></p>	<p><b>Sketchbook and Drawing Skills</b></p>	<p><b>Sketchbook and Drawing Skills</b></p>	<p><b>Sketchbook and Drawing Skills</b></p>	<p><b>Sketchbook and Drawing Skills</b></p>	<p><b>Sketchbook and Drawing Skills</b></p>

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<b>DT</b>								<b>DT FOOD TECH – World Food Day Oct 16<sup>th</sup> Introduce World Food Day</b> Station 1 – Mexican Wraps  Station 2 – Japanese Rice Rolls (Veggie Sushi Style)  Station 3 – Greek Pita Wraps  Station 4 – Indian- Inspired Wraps
	<b>RE</b>	<b>CREATION- GOD (UC) L2.1 What do Christians learn from the Creation Story? Core</b>	<b>CREATION- GOD (UC) L2.1 What do Christians learn from the Creation Story? Core</b>	<b>CREATION- GOD (UC) L2.1 What do Christians learn from the Creation Story? Core</b>	<b>CREATION- GOD (UC) L2.1 What do Christians learn from the Creation Story? Core</b>	<b>CREATION- GOD (UC) L2.1 What do Christians learn from the Creation Story? Core</b>	<b>CREATION- GOD (UC) L2.1 What do Christians learn from the Creation Story? Core</b>	<b>CREATION- GOD (UC) L2.1 What do Christians learn from the Creation Story? Core</b>

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<b>FOREST SCHOOL</b>	<p align="center"><b>Class 3 Anglo Saxon Village</b></p> <p>Teams of children create villages using resources. They can gather more resources by buying and trading at the 'market'.</p> <p>Events happen along the way that may help or hinder construction e.g.</p> <p>"The river is flooding — how can we save the crops?" → use sticks, leaves, stones to create a barrier.</p> <p>"A rival tribe approaches — how do we defend the hall?" → build small defensive walls or shields.</p>	<p align="center"><b>Class 3 Kennings</b></p> <p>Children find colour coded words in the words and put them together to make Beowulf inspired Kennings.</p> <p>They then turn these into a poem or they can use charcoal to illustrate each of their kennings.</p>	<p align="center"><b>Class 3 Grendel's Lair</b></p> <p>Build Grendel's Lair or make their own Grendel using found materials</p> <p>Retell the story of Grendel</p>	<b>Geography Fieldwork</b>	<b>Geography Fieldwork</b>	<b>Geography Fieldwork</b>	<b>Geography Fieldwork</b>	<b>Geography Fieldwork</b>
<b>VISITS &amp; VISITORS</b>			<b>JARROW HALL</b>		<b>FRIENDS FROM THE VILLAGE</b>			<b>HEXHAM ABBAY</b>



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