**West End First School – Medium Term Plan – Year 3 – Autumn B – The North East**

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|  | **Week 1** | | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| **Literacy** | **Skills focus**  Capital letters and full stops  Conjunctions  Making sense  Consistent tense | | **Skills focus**  Question marks and exclamation marks  Adverbs  Commas in a list  Speech marks | Adventure stories  Camping Adventure  Story rehearsal and skills  Big Writing: Shipwrecked | Adventure stories  Camping Adventure  Class story | Adventure stories  Own story | Poetry: The weird and the wonderful  Big Writing: Edgar the Dragon | Poetry: The weird and the wonderful |
| **Spelling** | **Group 1** | Assessment Aut A patterns | Adding suffix -le | Adding suffix -el | Adding suffixes -al and -il | /ai/ with y spelling | Adding suffix -es to words ending in y | Assessment |
| **Group 2** | Assessment Aut A patterns | ar words | er words | ir words | ur words | oa words | Assessment |
| **Group 3** | Assessment Aut A patterns | Letters and sounds phase 3 | Letters and sounds phase 3 | Letters and sounds phase 3 | Letters and sounds phase 3 | Letters and sounds phase 3 | Assessment |
| **Handwriting** | **Group**  **1** | Baseline joins  **ar aw iv hu ti**  Practise joins with words | Baseline joins  **ki du ay ey**  Practise joins with words | Baseline joins  **ip up ib ub**  Practise joins with words | Baseline joins  **th ck ch**  Practise joins with words | Baseline joins  **re, ri, rt, rk**  Practise joins with words | Top joins **ob, ol, ot,** **of, if**    Practise joins with words | Top joins  **ou ov ow op**  **,**  Practise joins with words |
| **Group**  **2** | Letter formation text focus | Letter formation text focus | Letter formation text focus | Letter formation text focus | Letter formation text focus | Letter formation text focus | Letter formation text focus |
| **Group 3**  **(Int)** | Letter formation focus | Letter formation  focus | Letter formation focus | Letter formation focus | Letter formation focus | Letter formation focus | Letter formation focus |
| **Science** |  | | The Digestive system: Pre-assessment: Label parts of the digestive system  Teach parts of digestive system and label |  | Functions of the digestive system |  | Scientific enquiry (skills focus fair test) |  |
| **Geography** | Where is the UK? Locate on a world map and in relation to Europe. Identify countries in the UK . Identify major cities in each of the countries. | | Rivers and seas: Identify the seas that surround the UK and the major rivers. | Locate Northumberland on a map. Locate surrounding counties. Complete Northumberland quest task.  Locate Bedlington, Warkworth and Newcastle on a map. Explore differences between cities, towns and villages. | Sort information about Newcastle, Bedlington and Warkworth including population, landmarks, areas, industry, demography, schools, landscape, what the place is known for etc. Which place do chdn think that the information is about and why? | Assessment: Compare and contrast the three locations in a venn diagram | Our changing nation: Explore how the nation of the UK has changed / is changing due to immigration | Our changing nation: Daily life comparison |
| **Computing** | Explore how to arrange images in a collage using the send forwards and backwards commands | | Explore how to manipulate an object to make it larger or smaller. Create a collage using a repeated image on a theme | Look at examples of posters. Identify what makes a poster effective and evaluate them | Plan a poster for a winter event. Think about the layout and where text and pictures will go. Model how to insert text boxes and images. Begin to create a poster with a partner. | Continue to create posters. | Effective layouts. Discuss how to move text boxes and use centre tool and wrap text tool to improve layout. Review poster and make changes to the layout to make it more effective. |  |
| **Art / DT** | Introduce art work of Lucy Pittaway a North East artist. Look at examples of art work and identify likes/preferences/dislikes. Identify colours used in art work. | | **FPT – Tone** Investigate how to alter the tone of a colour by adding white and black paint | **FPT – Shade**  Investigate how to alter shade to a secondary colour by adding different amounts of component colours | **FPT – Line**  Experiment with line drawing using different shapes from the Pittaway collection | Chdn choose a Pitatway painting to recreate. Focus on line drawing and then altering tones and shades to achieve colour combinations | Chdn choose a Pitatway painting to recreate. Focus on line drawing and then altering tones and shades to achieve colour combinations  **Ext:** Adapt elements of Pitatway to own style | Evaluate artwork according to line, colour and tone. Explore adaptations of the artwork where chdn have personalised it. |
| **RE** | What is a saint?Who were the Northern saints? What special deeds would we want to be remembered for today? In what ways would we want to be remembered? | | Story of St Aiden and the Gift. What does the story teach Christians about the ways in which they can live their lives today? | Story of St Cuthbert. Consider what it would be like to live in isolation. Why might people of faith do this? How might they feel leaving friends and family behind? | What are the Gospels?Who wrote them? Why do Christians consider them to be special? What are the Lindisfarne Gospels? Why were they created? Who would the children choose to honour? How would they honour them? | Explore St Matthew’s carpet page of the Lindisfarne Gospels. Consider the Christian symbolism within the page. Design own carpet page in the style of Eadfrith’s repeating images. | Explore the different cultural and religious influences of the Lindisfarne Gospels.Design own “carpet page” to represent the different religions in Britain today. |  |
| **PSHE** | Setting new goals and trying new things 1 (Whole class / generic) | | Setting new goals and trying new things 2 (Personalised) | How to be a kind friend | Rewards and linking rewards to behaviours | Role models and heroes | Support networks / people who can help us |  |
| **PE**  **Monday** | Cosmic Kids yoga | | Cosmic Kids yoga | Cosmic Kids yoga | Cosmic Kids yoga | Cosmic Kids yoga | Cosmic Kids yoga | Cosmic Kids yoga |
| **PE**  **Tuesday** | Weather Dances (HR) | | Weather Dances (HR) | Weather Dances (HR) | Weather Dances (HR) | Weather Dances (HR) | Weather Dances (HR) | Weather Dances (HR) |
| **Music** | Cornet | | Cornet | Cornet | Cornet | Cornet | Cornet | Cornet |
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