



# Appletree Gardens First School Half Termly Plan 2023-2024

Year group 3 Term Autumn 1					
Subject	Question Driver	Vocabulary	Knowledge (Curriculum endpoints)	Skills (Curriculum endpoints)	Celebration week: How do we show what we know and remember? How do we make learning purposeful/ linked to real life?
<b>Literacy</b>	What would you do in a different time?	Parts of speech. Verb, adjective, noun, imperative verbs. Punctuation , commas and speech ,marks Develop all aspects of our vocabulary through description of a setting and laying a trap	We will look at the features of an adventure story and the features of instructional writing. We will read "Stone Age Boy" and learn about this period in history in addition to studying the style of this non-fiction book.	Write an adventure story with a beginning, build up, problem, resolution and ending. Write instructions using features such as subheadings, time connectives and imperative verbs. To edit out work and use punctuation effectively. To write in paragraphs or sections as appropriate to the genre we are writing in.	Hot Write Spelling assessment Collins Comprehension
<b>Maths</b>	Place value, Addition and Subtraction.	place value, position, digit, thousands, hundreds, tens, ones, greater than, less than, addition, subtraction, plus, take away, minus, total, mental method, number bonds, written method,	Know that a 3-digit number is made up of some 100s, 10s and 1s.  Extend the number line to 1,000 and know where different numbers lie.  Know 2,5,10 times tables and division facts.	Compare and order 3-digit numbers Count in 50s.  Subtract 1s and 10s to/from 3-digit numbers.  Add and subtract 3-digit and 2-digit numbers.  Add and subtract using mental and written	Pre Unit Assessment  End of Unit Assessment



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		exchange, column method, inverse, times, multiplied by, lots of, groups of.		methods .  Practise mental recall of multiplication facts.	
<b>Science</b>	Rocks - are they as solid as they seem?	Permeable, impermeable, soft/hard, buoyant, rocks, soils, fossils, Igneous, Sedimentary, Metamorphic.	How rocks are formed.  What the different types of rocks are. Properties of rocks. Recognise that soils are made from rocks and organic matter.  Compare and group together different kinds of rocks according to their properties.	Identify, sort and classify rocks, soils and fossils.  Observe and identify the properties of different rocks and soils.  Work scientifically to plan and carry out investigations into the properties of rocks and soils.	What I know before and what I know after. Quiz
<b>PE</b>	Handball - Can you work together as a team?  Creative and Inventing games.	Partner, teamwork , points, scoring ,move , control, accuracy, throw, pass, attack, defend	To choose and apply skills to make up games.  To describe their game to someone else To include different elements within a game (throwing, catching, teamwork)	Pass and receive a ball, in small group games.  Develop position and movement techniques.  Work out basic point scoring systems.  Create a game with scoring and rules using basic equipment.	Inter class tournament
<b>PSHE</b>	Why is it important <i>Being me in my world?</i>	Positivity, Reward, Consequence, Citizen, Class charter, Zones of regulation, Jigsaw	How to set personal goals.  Understand self identity.  Show positivity in situations.	How to make responsible choices.  How to see things from another's perspective.  How to develop out self worth and	Global celebration days



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			Understand rewards and Consequences	confidence.  How to regulate our feelings and know that our actions have an impact on others.	
<b>History</b>	The Stone Age Would you rather live in the Stone Age or the present day?...	hunter, gatherer, nomadic, settlement, prehistoric, Paleolithic, Mesolithic, Neolithic, archaeologist, Skara Brae, weapons, flint. Decade , century.	Know how people of the Stone Age lived during the 3 main time periods- Paleolithic, Mesolithic and Neolithic. Know how the Stone Age people hunted, used weapons.  Know what foods would be eaten.  Identify changes to Stone Age houses.	Develop knowledge of chronological awareness.  Make links between different historical periods  Remember key facts.  Investigate the prehistoric period.	Stone Age Forest School Experience
<b>Art</b>	Can you replicate some serious Stone Age artwork?	Charcoal, composition, negative image Pigment, positive image, Prehistoric, proportion, scaled up Sketch, smudging Texture, tone	Know that paint colours can be mixed and that prehistoric peoples used these paints. Negative shapes show the space around and between objects.  Know that using different tools or using the same tool in different ways can create different types of lines.  Texture in an artwork can be real or a surface can be made to appear textured.	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.  Discuss how artists produced art in the past.  Confidently explain their ideas and opinions about their own and others' artwork.  Discuss and begin to interpret meaning	Display of children work



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				and purpose of artwork.	
<b>Computing</b>	Can you stay safe online?	Online, internet, private, privacy, safety. Stay safe, share, don't share, personal, digital footprint, community, world, responsibly, respectful, full name, address, photos, school name, birthdate, passwords,	<p>Know the ways in which digital devices can be distracting.</p> <p>Identify how they feel when others are distracted by their devices.</p> <p>Identify ideal device-free moments for themselves and others.</p>	<p>Understand that they should never give out private information online.</p> <p>Learn that the information they share online leaves a digital footprint or "trail" Explore what information is OK to be shared online.</p> <p>Use search technologies effectively, select, use and combine a variety of software.</p> <p>recognise acceptable/unacceptable behaviour</p> <p>Identify a range of ways to report concerns about content and contact.</p>	Evolve
<b>Music</b>	Let your spirit fly!  R and B	Pitch, basic notation, dynamics (loud and soft ), appraising and responding to music, different styles of music, classical, jazz, pop, blues etc, timbre, texture, structure.	<p>To know five songs from memory and who sang them or wrote them.</p> <p>To know the style of the five songs.</p> <p>To confidently identify and move to the pulse. To think about what the words of a song mean.</p> <p>To take it in turn to discuss how the song makes them feel.</p> <p>Listen carefully and respectfully to other people's thoughts about the music</p>	<p>Playing Ukulele</p> <p>To confidently identify and move to the pulse. To think about what the words of a song mean.</p> <p>To take it in turn to discuss how the song makes them feel.</p> <p>Listen carefully and respectfully to other people's thoughts about the music</p>	Performance Composition
<b>MFL French</b>	Je parle francais	Bonjour, salut au revoir, je m'appelle, comment t'appelles tu? Il s'appelle, Elle s'appelle,	<p>To say hello and goodbye</p> <p>To Understand simple commands</p> <p>To be able to say their name and ask others their name.</p>	<p>To read basic phrases in French.</p> <p>To read French words</p> <p>To speak French words and understand the meaning of them.</p>	



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		<p>Oui/non Et toi?          Ca va? Ca va bien,          merci.          Ca va mal.          Comme ci, comme ca</p>	<p>To Ask and answer questions about how they are,          To say thank you.          To recall and say the numbers 0-12</p>		
<b>Forest School</b>		<p>Safe, secure, rules, boundaries, collecting, looking, exploring, independence.</p> <p>Autumn          Seasonal changes          Spikey          Protection          Caching (bury food)</p>	<p>Name and identify a variety of 'plants' and learn that there are differences between them</p>	<p>Use spoken language to develop understanding ... imagining and exploring ideas.          Maintain attention and participate actively ... and initiating and responding to comments          Ask relevant questions to extend their understanding and knowledge.          Listen and respond appropriately to adults and their peers.</p>	