

At Knights Enham Junior School we provide...

Inclusive and ambitious learning experiences where our school community feels safe and motivated to achieve their best.

'Together We Achieve'

Year 3 Autumn Medium Term Planning Overview



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Autumn 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English & Maths	See Separate Subject Overview						
Science	<p>Rocks and Soils I can compare different types of rocks on the basis of their appearance and simple physical properties. Asking relevant questions and using different types of scientific enquiries to answer them NC: objective 8 Front Cover KWI grids</p>	<p>Rocks and Soils I can identify different types of rocks. To group together different kinds of rocks. Making systematic and careful observations NC: objective 8</p>	<p>Rocks and Soils I can explain how fossils are formed. NC: objective 9</p>	<p>Rocks and Soils I can explain Mary Anning's contribution to Palaeontology. NC: objective 9</p>	<p>Rocks and Soils I can explain how soil is formed. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions NC: objective 10</p>	<p>Rocks and Soils I can observe carefully and systematically. NC: objective 10</p>	<p>Rocks and Soils I can present my findings using scientific vocabulary. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p>
History	<p>The Stone Age Hook lesson 'Forest School': Experience tasting fresh salmon cooked on an open fire at a Stone Age encampment. Front Cover KWI grids</p>	<p>The Stone Age I can investigate whether or not Stone Age man was simply a hunter and gatherer (concerned only with survival?) To know that the earliest settlers were hunter-gatherers and lived in caves. Pupils can make deductions about lifestyle of Stone Age man from images. NC: objective 1</p>	<p>The Stone Age I can explain how different life was in the Stone Age when man started to farm To explain the impact of farming esp. taming wild animals, growing wheat etc. NC: objective 1</p>	<p>The Stone Age I can describe life in the Stone Age using evidence from a study of Skara Brae To make deductions about way of life by studying evidence of buildings left behind. NC: objective 1</p>	<p>The Stone Age I can investigate why it is so difficult to work out why Stonehenge was built To speculate as to likely use and come to a reasoned judgement using evidence. To understand that it was one of many similar constructions from that time. NC: objective 1</p>	<p>The Stone Age I can evaluate how much life really changed during the Iron Age and how can we possibly know To draw inferences from archaeological finds. To explain how artists' impressions are created from fragments of finds. NC: objective 1</p>	<p>The Stone Age I can solve the mystery of the 52 skeletons of Maiden Castle (Source-based history mystery) To understand knowledge of Iron Age hill fort life to speculate as to what might have happened. To come to a conclusion as to the possible reasons for the bodies and substantiate their judgement using at least one piece of evidence. NC: objective 1</p>

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RE	Special - Communicate - I can describe what I think about special books Assessment	Special - Apply - I can describe how special books makes me and others feel	Special - Inquire - I can describe what makes a book special	Special - Contextualise - I can describe the special book Sikh's have	Special - Evaluate - I can describe the importance of the Guru Granth Sahib to Sikhs		
Computing	Introducing laptops NC: objective 7	E safety I can agree to the Be Internet Awesome pledge & E-safety assembly NC: objective 7	E safety I can discuss what information should be kept private NC: objective 7	E safety I can identify ways information can be found online about people NC: objective 7	E safety I can create a positive online presence NC: objective 7	E safety I can discuss different levels of privacy NC: objective 7	E safety I can put my learning into practice NC: objective 7
Art/DT	Prehistoric Art I can understand how prehistoric man made art NC: objective 4	Prehistoric Art To scale up drawings and sketches in a different medium NC: objective 1	Prehistoric Art To experiment with the pigments in natural products to make different colours NC: objective 1	Prehistoric Art To select and apply a range of painting techniques NC: objective 3	Prehistoric Art To apply painting skills when creating a collaborative artwork NC: objective 3	Prehistoric Art To apply painting skills when creating a collaborative artwork NC: objective 3	Prehistoric Art To apply painting skills when creating a collaborative artwork NC: objective 3
French	Getting to Know You Hello To greet people in different ways. NS Objective 1	Getting to Know You What's your name? To exchange names in French NS Objective 1 & 3	Getting to Know You How are you? To use 'Comment ça va?' as a question. To choose the appropriate phrase to express feelings. NS Objective 1 & 3	Getting to Know You Goodbye To say goodbye in a variety of ways. To use formal and informal language. NS Objective 1 & 3	Getting to Know You Counting 0-12 To be able to say the numbers 0-10 in French. To join in when the numbers are in a song. NS Objective 5 & 8	Getting to Know You How old are you? To be able to ask how old someone is. To be able to say my own age. NS Objective 1 & 4	Getting to know you Revision of unit NS Objective 1, 3, 4, 5 & 8
PSHE	Me & My relationships - As a rule - I can understand the importance of rules. SCARF 1, SCARF 2	Me & My relationships - Looking after our special people - I can know how to look after my friends and stay friends. SCARF 1, SCARF 2	Me & My relationships - How can we solve this problem? - I can suggest how to solve a friendship problem SCARF 1, SCARF 2	Me & My relationships - Friends are special - I can talk about why friends may fall out and how to resolve issues. SCARF 1, SCARF 2	Me & My relationships - Thunks - I can listen to and debate ideas and opinions with others with respect. SCARF 1, SCARF 2	Me & My relationships - Dan's dare - I can understand how to say no if I don't feel safe. SCARF 1, SCARF 2	
PE	Inside: Gym I can perform a range of jumps accurately. NC: Objective 3 Outside: Athletics Lesson 1: The Basics I can practise existing running, jumping and throwing skills.	Inside: Gym Lesson 2: Rolls I can accurately perform a forward roll from standing and a tucked backward roll. NC: Objective 3 Outside: Athletics Lesson 2: Super Sprinting I can sprint effectively.	Inside: Gym Lesson 3: Vaulting I can perform a squat on vault accurately. NC: Objective 3 Outside: Athletics Lesson 3: Heroic Hurdling I can run with fluency over hurdles. NC: Objective 1	Inside: Gym Lesson 4: Handstands and Cartwheels I can perform a lunge into handstand and a cartwheel accurately. NC: Objective 3 Outside: Athletics Lesson 4: Jumping Animals I can jump for distance.	Inside: Gym Lesson 5: Linking Movements I can link movements together by performing a chassis step, straight jump half-turn and cat leap NC: Objective 3 Outside: Athletics	Inside: Gym Lesson 6: Performance I can create and perform a gymnastics sequence with a partner. NC: Objective 6 Outside: Athletics Lesson 6: Push Throw Space Mission I can learn different push throw techniques	Inside: Gym Outside: Athletics

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	NC: Objective 1	NC: Objective 1 NC: Objective 3		NC: Objective 1 NC: Objective 3	Lesson 5: Thorough Throwing I can develop and refine different throwing techniques NC: Objective 1 NC: Objective 3	NC: Objective 1 NC: Objective 3	
Music	Charanga Developing notation skills Step 1 – Home is where the heart is (p1)	Charanga Developing notation skills Step 2 – Home is where the heart is (p2)	Charanga Developing notation skills Step 3 – Let's work it out together (p1)	Charanga Developing notation skills Step 4 – Let's work it out together (p2)	Charanga Developing notation skills Step 5 - Please be kind	Charanga Developing notation skills Step 6 - Assessment check point	
Collective Worship	Autumn	Autumn School Values	Independence	Respect	Collaboration	Harvest	Harvest

Autumn 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English & Maths	See Separate Subject Overview						
Science	Forces and Magnets Hook lesson To identify the forces acting on objects. Front Cover KWI grids	Forces and Magnets I can investigate how a toy car moves across different surfaces. NC: objective 16 NC: objective 19	Forces and Magnets I can observe how magnets attract some materials. NC: objective 17	Forces and Magnets I can investigate the strength of magnets. NC: objective 18	Forces and Magnets I can explore magnetic poles. NC: objective 20 NC: objective 21	Forces and Magnets Review KWL grids.	
RE	Symbol of Light - Communicate - I can describe what I think about light	Symbol of Light - Apply - I can describe how light makes me and others feel Assessment	Symbol of Light - Inquire - I can describe the meaning of symbol	Symbol of Light - Contextualise - I can describe how light is used as a symbol at Advent	Symbol of Light – Evaluate - I can describe the importance of light to Christians at Advent		
Computing	Digital Literacy: using a computer I can create a safe password NC: objective 4	Digital Literacy: using a computer I can describe how the internet connects people NC: objective 4	Digital Literacy: using a computer I can discuss how products are sold online NC: objective 4	Digital Literacy: using a computer I can describe differences between on/offline communication NC: objective 4	Digital Literacy: using a computer I can communicate safely and effectively online NC: objective 4	Coding I can create an animation NC: objective 2	Coding I can create an animation NC: objective 2

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Art/DT	Formal elements of art I can recognise and draw simple geometric shapes found in everyday objects NC: objective 1	Formal elements of art I can recognise and apply geometry when drawing NC: objective 2	Formal elements of art I can create and form shapes using soft modelling wire NC: objective 3	Formal elements of art I can apply even layers of pencil tone when shading NC: objective 3 NC: objective 2	Formal elements of art I can show tone by shading NC: objective 3	Formal elements of art I can show tone by shading NC: objective 3	Formal elements of art I can show tone by shading NC: objective 3
French	All About Me Classroom Instructions To listen and respond to instructions. NS Objective 1	All About Me My Body To read, listen and respond to vocabulary. To demonstrate my understanding with actions NS Objective 7 & 8	All About Me Actions To understand and respond to action words. NS Objective 1	All About Me Colours To listen to and copy pronunciation of colour words accurately NS Objective 5	All About Me Clothes – What’s in your wardrobe? To ask and answer what is ‘there’. To recognise masculine and feminine clothing nouns. NS Objective 9	All About Me Clothes – What are you wearing? To use simple conjunctions to link vocabulary for clothes and accessories. NS Objective 9	All About Me Revision of unit NS Objective 1, 7, 5, 9
PSHE	Valuing difference - <u>Respect and challenge</u> – I can understand ways of showing respect through language and communication. SCARF 3, SCARF 4	Valuing difference - <u>Family and friends</u> – I can recognise and respect that there are many different types of families. SCARF 3, SCARF 4	Valuing difference - <u>My community</u> – I can identify the different communities that I belong to SCARF 3, SCARF 4	Valuing difference - <u>Our friends and neighbours</u> - I can understand that we live in a diverse world SCARF 3, SCARF 4	Valuing difference - <u>Let’s celebrate our differences</u> - I can suggest ways to deal with bullying SCARF 3, SCARF 4	Valuing difference - <u>Zeb</u> – I can suggest ways to deal with prejudice. SCARF 3, SCARF 4	
PE	Inside: Dance Lesson 1: A- Demonstrate basic skills B-Perform movements with control. C-Improvise freely NC: Objective 4 Outside: Netball Lesson 1: I can develop catching NC: Objective 1	Inside: Dance Lesson 2: A- Recognise and explore different balances. B)- Work well in their pairs. C) Perform movements with control. NC: Objective 4 Outside: Netball Lesson 2: I can understand the different passing techniques NC: Objective 1	Inside:Dance Lesson 3: A- Using their full body to perform movements B-Gaining confidence at creating choregraphy in pairs C- Moving with confidence, imagination and in safety NC: Objective 4 Outside: Netball Lesson 3: I can understand how to pivot NC: Objective 1	Inside: Dance Lesson 4: A- Using their full body to perform movements B-Gaining confidence at creating choregraphy in pairs C- Moving with confidence, imagination and in safety NC: Objective 4 Outside: Netball Lesson 4 I can understand how to mark correctly NC: Objective 2	Inside: Dance Lesson 5: A- To evaluate and improve upon their dance sequence B To explore movement imaginatively to express emotion C- To create an ending position NC: Objective 4 Outside: Netball Lesson 5 I can understand the importance of using space in a game situation NC: Objective 1	Inside: Dance Lesson 6 A- To evaluate and improve upon their dance sequence B Gaining confidence at creating choregraphy C- To perform their dance sequence in front of whole class. NC: Objective 4 Outside: Netball I can play as part of a team in a netball NC: Objective 1	Inside: Dance NC: Objective 4 Outside: Netball Matchplay – Year Group tournament

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Music	Charanga Composing using your imagination Step 1 – Your imagination (p1)	Charanga Composing using your imagination Step 2 – Your imagination (p2)	Charanga Composing using your imagination Step 2 – You're a shining star (p1)	Charanga Composing using your imagination Step 3 – You're a shining star (p2)	Charanga Composing using your imagination Step 5 – Music makes the world go round	Charanga Composing using your imagination Step 6 - Assessment checkpoint	
Collective Worship	Resilience	Remembrance Day	Anti-Bullying Children in Need	Nurture	Nativity	Christmas Jumper Day	Christmas