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| Year: | 3 | Term: | Autumn 2 | Learning Challenge question | How can I create a large structure to represent Manchester? | MTP |
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| | Maths | English | | | Science | | | |
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| | | Reading | Writing | Speaking & Listening | Working Scientifically | | | |
| | | | | | Observing over time | Pattern seeking/ Fair testing | Classification and identification | Research |
| Prior Learning | Two digit numbers <ul style="list-style-type: none"> place value + and - Multiplying and dividing by 2 ,5 and 10 | Dinosaur Descriptive writing | | | Children have learned about materials and their properties. In EYFS they looked at a variety of toys and how they are made. | | | |
| Pre & post assessments | Week 1: Can children add three digit numbers with renaming? | <ul style="list-style-type: none"> Cold Task - Character description and warning tale | | | Odd one out - Seesaw | | | |
| | Week 6 and 7: Can children multiply numbers in word problems? | <ul style="list-style-type: none"> Hot Task - Character description and warning tale | | | Odd one out - Seesaw End of unit quiz CPG+ | | | |
| Unit assessment | Week 1: Can children add three digit numbers with renaming? Week 2 and 3: Can children subtract numbers with renaming? Week 4 and 5: Can children multiply numbers using their 3s, 4s and 8s? | Can children write a character description? Can children write a warning tale? | | | Children will be able to give a simple description of how a magnet works/magnetic materials, describe what a force is and name different types of forces | | | |

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| 1 | Addition recap. Subtracting ones, tens and hundreds from a three digit number. | Fiction Mr Majeika Vocabulary focus | Cold task: Write a character description Story map - studying a high quality example. | Verbally rehearse the story through Pie Corbett story mapping, using actions to support memorising. Children to use tone and intonation. | Post Assessment - last unit Pre Assessment - Magnets & Forces | | | |
| 2 | Subtraction with renaming. Using models for subtraction and addition. Consolidation of addition and subtraction. | Poetry Scissors Inference focus | 2 lessons - LQ: How can I describe my mythical creature? Word classes LQ: How can I use similes and metaphors in my character description? LQ: How can I use a fronted adverbial to describe my creature? | Kagan structures - focussing on actively listening to others' ideas | | | LQ: What is a magnet and how do they work? | |
| 3 | Multiply by 3 and 4 | The Lost Happy Ending Inference focus | LQ: How can I plan my character description? 2 lessons - Hot task LQ: How can I write a character description? LQ: How can I edit and improve my character | Talking through ideas - noticing expression in the writing. | | LQ: What materials are magnetic? | | |

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| | | | description? | | | | | |
| 4 | Multiplying by 4, 3 and 8. | Grandpa's Indian Summer Retrieval focus | <p>SPAG focus - focussing on issue from description unit</p> <p>Cold task: Write a warning tale</p> <p>Story map - studying a high quality example.</p> | Verbally rehearse the story through Pie Corbett story mapping, using actions to support memorising. Children to use tone and intonation. | LQ: How are these toys moving? Friction | | | |
| 5 | Multiplying and dividing by 3, 4 and 8. | Fiction Fable - Aesop Retrieval focus | <p>LQ: What are the key features of a character description?</p> <p>LQ: How can I innovate a warning tale?</p> <p>2 lessons - LQ: How can I create a vocabulary bank for my warning tale?</p> | Verbally rehearse the story through Pie Corbett story mapping, using actions to support memorising. Children to use tone and intonation. | | LQ: How does friction affect a force? | | |

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| 6 | Solving multiplication word problems. Chapter consolidation. | Non-fiction Magnets/Forces Retrieval focus | LQ: How can I plan my warning tale? 2 lessons - Hot task LQ: How can I write a warning tale? LQ: How can I edit and improve my warning tale? | Verbally explain what they are going to write sentence for sentence Talking through ideas - noticing expression in the writing. | | LQ: How can I set up an investigation about friction? | | |
| 7 | Multiplying by 2 digit numbers | Dictionary skills | Finishing unit/s SPAG focus - responding to misconceptions and learning over previous weeks. | | | | | |
| End of unit assessment | Week 6 and 7: Can children multiply numbers in word problems? | Week 1 - Cold task character description Week 3 - Hot Task Character description Week 4 - Cold task Warning Tale Week 6/7 - Hot task Warning Tale | | | Odd one out - Seesaw End of unit quiz CPG+ | | | |

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| | Geography | History | DT | Art | Computing | PSHE |
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| Prior Learning | Children should be aware of locations across the globe due to prior learning in Y1 and 2. | Pupils have looked at their local area in Manchester and how the area has changed (Y1) | Made moving vehicles with mechanisms in Y2 | Pupils have previously painted pictures of buildings during the Fire of London (Y2) | Children have learned how to take pictures and videos. | <u>Living in The Wider World</u> Y2 - Groups and communities, spending money and environment |
| Pre & post assessments | How are materials transported across the world? Class discussion (sustainability) | How have buildings changed over time? Class discussion | Cold task - build a tall strong structure? STEM challenge | | How can I take a good video? What do I need to consider? Class discussion | Discussion |
| | How are materials transported across the world? Class discussion (sustainability) | How have buildings changed over time? Class discussion | Evaluate the final product (this should be done throughout the topic with children being able to give a detailed explanation of the improvements they have made by the end. | | Evaluate videos | Written Activity |
| Unit assessment | Children should have a good understanding of different modes of transport suitable in different parts of the world for transporting goods and how which options are most sustainable. | | Children should have a good understanding of how to build and strengthen a structure. | | Children will understand the process of shooting and editing a live video. They will make a short narrated video of themselves and use this to improve a skill e.g. sports. | Recognise where adults get their money from and how work can enhance life and the way we feel about ourselves Explain what it means to be enterprising Describe or demonstrate some of the qualities and skills that are needed to be enterprising |

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|---|--|---|---|--|---|---|
| 1 | | | LQ: How can I make a large structure to represent Manchester? Cold task/ Hook | | LQ: How is a TV programme made? Which people are involved and what are their roles? | LQ: How do rules and law protect me? |
| 2 | | LQ: How have buildings changed over time? Discuss how buildings have changed over time. | LQ: What do buildings look like in the UK? research/ evaluate | | LQ: How can I shoot a live video?How can I hold a camera steadily and take a photo? | LQ: How do rules and law protect me? |
| 3 | Materials come from across the world, will be packaged in different ways, and delivered. | | LQ: How can I make a strong Jinx frame? | | LQ: How can I edit a video? | LQ: What is the difference between my local British community and global communities? |
| 4 | | | LQ: How can I use CAD to help me design my structure? | | LQ: How can I edit a video? | LQ: What is the difference between my local British community and global communities? |
| 5 | | | LQ: How can I use CAD to help me design my structure? | | LQ: How can I create an effective news report? | LQ:What are the links between work and money? |
| 6 | | | LQ: How can I make a large structure to represent Manchester? | | LQ: How can I create an effective news report? | LQ:What are the links between work and money? |
| 7 | | | LQ: How can I test my structure? LQ: How can I evaluate a finished product? (Seesaw) | | | |

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| 8 | | | | | | |
| End of Unit assessment | | | Plan, build and evaluate a large structure to represent Manchester? | | Children will understand the process of shooting and editing a live video. They will make a short narrated video of themselves and use this to improve a skill e.g. sports. | Recognise where adults get their money from and how work can enhance life and the way we feel about ourselves Explain what it means to be enterprising Describe or demonstrate some of the qualities and skills that are needed to be enterprising |

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| | Music | RE | PE | | Languages |
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| Prior Learning | SEE ONE EDUCATION PLANS | Learned about: the Jewish Faith and core beliefs Important books for different faiths. Judaism | Hockey unit covered in year 2 | In Y2 Children Learned: Sequence, pathways, perform, position, control, travel, apparatus | Colours and numbers have been introduced in KS1 but do not form part of the compulsory curriculum. |
| Pre & post assessments | | Pre unit Quiz the things that are important to the Jewish people | Children to play a game of Hockey to see what prior learning they have of the sport. | How can I create and link movements? 10 mins group activity | Discussion in class. |
| | | End of unit Quiz | Children play the same game. Teachers will review their performance in comparison with week 1. | Perform a series of movements and link t | Assessment videos added |
| Unit assessment | | To understand the significance of Passover and identify key events/ traditions that take place during a range of Jewish festivals. | Develop balance, agility and coordination, and begin to apply these in a range of activities Participate in team games, developing simple tactics for attacking and defending | Linking movements together Demonstrates agility, balance, coordination and precision. Evaluate the work of others using correct technical language. | Children will have developed their language skills by learning colours and days of the week, months of year |
| 1 | | LQ: What do I know about Judaism and Jewish beliefs? Check what the children already know and then give them things to discuss with their partner. Show words that are important in Judaism and tell the children what each is and what it means | Introduction into the game of Hockey. The children will familiarise themselves with a stick. Learning on how to hold and travel around with it. Moving onto working with the ball. LQ: How many hands do we use on the Hockey stick and where are they positioned? | How can I create a sequence using different spins on patches? | LQ: How can I say colours linked to bonfire? |
| 2 | | LQ: What is the Jewish Festival of Passover? Learn about the story of Moses and what Passover celebrates. See how Jewish people celebrate and what they eat. Make a class acrostic poem. | Working individually the children will dribble around the astro-turf travelling at different speeds. Moving onto working with a partner and travelling together (passing and dribbling). LQ: When dribbling why should we change directions and speeds? | How can I create a sequence of spins on points at different levels? | LQ: Wha classroom commands can I say? |

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| 3 | | LQ: What is the Jewish festival of Sukkot? Discuss Moses and learn about what the Jewish people are remembering when they celebrate Sukkot. Learn what the word sukkot means and what families do. Draw and label a picture of the Sukkah. | Working with a partner can children travel quickly around the astro-turf (passing and moving) making sure every pass is travelling forwards? Can the children then move towards goals and shoot into an empty net. LQ: When you are not in possession of the ball what can you do to help your teammates? / | How can I spin symmetrically and asymmetrically on points and patches? | LQ: What are the names of the week? Say |
| 4 | | LQ: What is the festival of Parim? Learn the story of Esther. Discuss what Jewish people are celebrating in the festival. Look at what children dress up in and what they eat. Put picture cards in order to show the celebration. | Children will develop their defending skills playing games of 3v1 & 3v2 in a small grid trying to stop the opposition by choosing the right method of defending at the right times. LQ: How can you stop the opposition from passing | How can I perform a series of asymmetrical rolls with a partner? | LQ: What are the names of the week? remember |
| 5 | | LQ: What is the festival of Hanukkah? Learn about the 8 day festival. The miracle of oil and the bravery of the Maccabees Discuss the importance of the Menorah and also why people eat certain things. Children write 8 good things they could do in the following week. One for each night of Hanukkah | Children will develop their dribbling skills, travelling towards a goal to shoot vs GK. Introducing obstacles for the children to navigate around. Can the children then perform this skill under pressure from a defender? LQ: When is it best to dribble/ pass the ball in the game of Hockey? | How can I perform in unison with others? | LQ: What are the months of the year? |

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| 6 | | LQ: What is the festival of Roshanah? Discuss how the children celebrate New Years Eve. Learn about how the Jewish people remember God and see this as the day God balances a person's good deeds against their bad ones. Find out what is eaten and how it ends with Yom Kippur | Children will develop their shooting technique hitting targets in the goals to develop accuracy/power. LQ: What part of the goal should I be aiming for when shooting? What techniques can I use for shooting? | How can I create a sequence using a range of symmetrical and asymmetrical gymnastic moves? | LQ: How is Christmas celebrated in Spain? Which months of the year can I recall? |
| 7 | | | 7 v 7 game... Children will play a game and try to link in all prior learning. LQ: What are three attacking and three defensive rules of the game of Hockey? | | |
| 8 | | | | | |
| End of Unit Assessment | | End of unit Quiz | All children should have a good understanding of how to play the game of Hockey and be able to demonstrate. In addition, they should know the basic rules when attacking and defending. | Children will be able to perform a series of symmetrical and asymmetrical movements which link seamlessly | Children will have developed their language skills by learning colours and days of the week, months of year |