

Year:	3	Term:	Autumn 2	Learning Challenge question	How can I create a greenhouse to protect plants?	MTP
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	Maths	English			Science			
					Working Scientifically			
		Reading	Writing	Speaking & Listening	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 subtract numbers with renaming? Week 2 Can children add and subtract 3 digit numbers with renaming? Week 3 and 4 : 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			

1	Addition recap. Subtracting ones, tens and hundreds from a three digit number.	Fiction Mr Majeika Vocabulary Inference Prediction Unseen text	LQ: what is a biography? LQ: plan biography LQ: write biography. DP - teacher week	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.	Fiction Mr Majeika Vocabulary Evaluative Retrieval summarising Seen text	Cold task: Write a character description Key features 2 lessons - Story map - studying a high quality example.	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	Non Fiction COASTS Vocabulary Inference Prediction Unseen text	2 lessons - LQ: How can I describe my mythical creature? Word classes LQ: How can I use a fronted adverbial to describe my creature? DP lesson	Talking through ideas - noticing expression in the writing.		LQ: What materials are magnetic?		

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4	Multiplying by 4, 3 and 8.	Non Fiction COASTS Vocabulary Evaluative Retrieval summarising Seen text	LQ: How can I use similes and metaphors in my character description? 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 description?	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.	Poetry Scissors Unseen text Vocabulary Inference Prediction	Cold task: Write a warning tale Structure of a warning tale - purpose 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.	LQ: How does friction affect a force?			

6	Solving multiplication word problems. Chapter consolidation.	Poetry Scissors Unseen text Vocabulary Evaluative Retrieval summarising	LQ: What are the key features of a character description? LQ: How can I innovate a warning tale? 2 lessons - LQ: How can I create a vocabulary bank for 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	Poetry (Christmas theme) Unseen text Vocabulary Inference Prediction	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?			LQ: How can I record the results of my investigation?		
8	dividing 2 digit numbers		Finishing unit/s SPAG focus - responding to misconceptions and learning over previous weeks.		Assessment of the unit			

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End of unit assessment	Week 6 and 7: Can children multiply numbers in word problems?	Week 2 - Cold task character description Week 4 - Hot Task Character description Week 5 - Cold task Warning Tale Week 7/8 - Hot task Warning Tale	Odd one out - Seesaw End of unit quiz CPG+
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	Geography	History	DT	Art	Computing	PSHE
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		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 buildings have changed over time to become more structurally stable.	Children should have a good understanding of how to build and strengthen a structure and how to design and build for a specific purpose.		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
1			<p>LQ: How can I make a large structure to house a plant? Cold task/ Hook choice of material; art straws, spaghetti, glue. Evaluate.</p> <p>LQ: What makes a good greenhouse? Study greenhouses and look at the Eden Project by architect Nicolas Grimshaw.</p>		LQ: How is a TV programme made? Which people are involved and what are their roles?	LQ: How do rules and law protect me?

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2		<p>LQ: How have buildings changed over time? Discuss how buildings have changed over time.</p>	<p>LQ: How can I make something that is strong and stable?</p> <p>LQ:What joints and frames can I make safely?</p> <p>Children to make Jinx frames with artstraws independently and learn how to safely saw with teacher in small groups.</p>		<p>LQ: How can I shoot a live video?How can I hold a camera steadily and take a photo?</p>	<p>LQ: How do rules and law protect me?</p>
3	Materials come from across the world, will be packaged in different ways, and delivered.		<p>LQ:What joints and frames can I make safely?</p> <p>LQ:How can I effectively join materials?</p>		<p>LQ: How can I edit a video?</p>	<p>LQ: What is the difference between my local British community and global communities?</p>
4			<p>LQ: What materials make the strongest structure?</p> <p>LQ: How can I use tinkerCAD to design a greenhouse?</p>		<p>LQ: How can I edit a video?</p>	<p>LQ: What is the difference between my local British community and global communities?</p>

5			LQ: Designing and Making greenhouses.		LQ: How can I create an effective news report?	LQ:What are the links between work and money?
6			LQ: Making greenhouses.		LQ: How can I create an effective news report?	LQ:What are the links between work and money?
7			LQ: How can I test, evaluate and improve my greenhouse? Visit Parsonage Gardens Greenhouse in Didsbury.			
8			LQ: How can I test, evaluate and improve my greenhouse?			
End of Unit assessment			Plan, build and evaluate a greenhouse structure to protect plants.		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
			Games	Dance / Gymnastics	
Prior Learning	SEE ONE EDUCATION PLANS	Learned about: Christianity and core beliefs Important books for different faiths.	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	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 Christmas and identify key events/ traditions that take place during a range of Christian 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		<p>LQ: How do people around the world celebrate Diwali?</p> <p>Celebrating Diwali as it happens on the 31st October and 1st November.</p>	<p>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?</p>	<p>How can I create a sequence using different spins on patches?</p>	<p>LQ: How can I say colours linked to bonfire?</p>
2		<p>LQ: What happens at a Christian baptism?</p>	<p>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?</p>	<p>How can I create a sequence of spins on points at different levels?</p>	<p>LQ: Wha classroom commands can I say?</p>
3		<p>LQ: What happens at a Christian confirmation? Catholics/ CofE</p>	<p>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? /</p>	<p>How can I spin symmetrically and asymmetrically on points and patches?</p>	<p>LQ: What are the names of the week? Say</p>
4		<p>LQ: What happens at a Christian Wedding?</p>	<p>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</p>	<p>How can I perform a series of asymmetrical rolls with a partner?</p>	<p>LQ: What are the names of the week? remember</p>

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			opposition from passing		
5		LQ: How does a church help the local community?	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?
6		LQ: What is the Christmas story?	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		LQ: How is Christmas celebrated in Britain?	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?		Recap colours and days of the week, months of year
8		LQ: How is Christmas celebrated around the world? End of unit quiz			Recap colours and days of the week, months of year Learn Feliz Navidad

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
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