



# Gnoll Primary School

## Medium Term Plan Autumn Term 2022

Class:	Year 3 Taff	Concept	YOUNique	Related Concept	Wellbeing
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AoLE: Language, Literacy and Communication – Read Write Inc	AoLE: Mathematics and Numeracy – White Rose Maths	AoLE: Humanities
<b>Progression Steps:</b> <ul style="list-style-type: none"><li>- I can understand that people use different languages.</li><li>- I can listen to, understand and communicate the general meaning of what I hear.</li><li>- I can listen to and understand information about a variety of topics, summarising the main points.</li><li>- I can use <i>grapheme-phoneme correspondences</i> when reading.</li><li>- I can use a range of strategies to read with increasing fluency.</li><li>- I can use single and multi-clause sentences, making choices to meet the intended audience and purpose.</li><li>- I can recognise the appropriate language for different audiences and purposes, varying my expression, vocabulary and tone to engage the audience (PS3)</li><li>- I can use spoken language for different purposes.</li><li>- I can spell common irregular words correctly.</li><li>- I can use my knowledge of letter sounds and patterns accurately in my spelling.</li><li>- I can organise my writing into a logical sequence.</li><li>- I can write using an increasingly imaginative, varied and precise vocabulary.</li><li>- I am beginning to show empathy with characters in literature.</li></ul>	<b>Progression Steps:</b> <ul style="list-style-type: none"><li>- I can read, write and interpret larger numbers up to at least 1000m using digits and words.</li><li>- I can understand that the value of a number can be determined by the position of the digits.</li><li>- I can order and sequence numbers, including odd and even numbers, and I can count on and back in step sizes of any whole number.</li><li>- I have engaged in practical tasks to estimate and round numbers to the nearest 10 and 100.</li><li>- I can identify relevant facts and techniques in order to apply an efficient method</li><li>- I can use appropriate notation, symbols and units of measurement.</li><li>- I can find differences within at least 100</li><li>- I can use mental strategies to add and subtract at least 2-digit numbers.</li><li>- I can use mental strategies to recall multiplication tables up to 10 x 10 and use to solve division problems.</li><li>- I can recall 2, 3, 4, 5 and 10 multiplication tables and use to solve multiplication and division problems (PS3)</li><li>- I can add and subtract numbers using whole numbers and decimals.</li><li>- I can recognise that perimeter is the distance around a shape (PS3)</li><li>- I can find areas by counting squares, progressing to calculating the area of squares and rectangles using formulae (PS3)</li></ul>	<b>Progression Steps:</b> <ul style="list-style-type: none"><li>- I can form and express opinions about something that is important to me, considering my own ideas, feelings and those of others.</li><li>-</li><li>- I can recognise and explain that my opinions and the opinions of others have value.</li><li>- I can describe how places, spaces, environments and landscapes are important to different people and for different reasons.</li><li>- I can contribute actively and constructively to my community.</li><li>- I can explore my identity and compare it with those of others, recognising that society is made up of diverse groups, beliefs and viewpoints.</li></ul>
<b>Thinking Skills:</b>	<b>Thinking Skills:</b>	<b>Thinking Skills:</b>



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Literacy (English) – Read, Write Inc.  <b>Recall</b> what I already know by activating prior knowledge <b>Understand</b> the sound I am learning <b>Show</b> I am confident at writing words including the sound I am learning <b>Change</b> any recognised corrections that needs to be made			<b>Recall</b> what I already know by activating prior knowledge <b>Identify</b> the value of a number <b>Explain</b> the process of method to reach an answer <b>Demonstrate</b> my understanding by applying my knowledge <b>Act</b> within an engaged task by thinking logically		<b>Recall</b> what factors are important to me <b>Explain</b> what the term ‘unique’ means and <b>discuss</b> what is unique about ourselves <b>Apply</b> my knowledge and understanding to make a positive impact within my community <b>Compare</b> ways that people are similar and different to each other.
<b>Knowledge</b>			<b>Knowledge:</b>		<b>Knowledge:</b>
Welsh – 1 <sup>st</sup> person profile Describe where they live, age, appearance, hair colour, eye colour, hobbies and interests, likes and dislikes  Healthy Eating Menu			Place Value Addition & Subtraction Multiplication & Division Length, Perimeter and Area (Y4 & 5) Statistics (Y5)		Understand different factors which make society unique. Understand how everybody is different and that communities need to cater to individual wants/needs and interests. Know what the physical and manmade features of Neath and Wales (Y5) contain which helps promote wellbeing of individuals and communities. Understand why the location of the new Neath Leisure Centre is important Know that Neath Leisure Centre contains elements to appeal to all parts of the community wellbeing (library, swimming, gym etc).
<b>Cross Curricular Skills:</b>			<b>Cross Curricular Skills:</b>		<b>Cross Curricular Skills:</b>
Literacy	Numeracy	Digital Competence	Literacy	Numeracy	Digital Competence



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	- To apply mathematical language in everyday experiences.					<p>Survey:</p> <p>- I can speak clearly, varying expression and gestures to communicate my ideas and help listeners.</p> <p>I can change how I communicate depending on where I am and who I am with, including formal situations.</p>	<p>- I can read, write and interpret numbers using figures and words up to at least 1000.</p>	<p>I can use online collaborative platforms to create and edit a file, e.g. word processing, presentation tools and spreadsheets</p> <p>- I can create, edit and organise multimedia components (text, images, sound, animation and video) in selected software as appropriate,</p>
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AoLE: Expressive Arts	AoLE: Health & Wellbeing	AoLE: Science & Technology
Progression Steps:		



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<ul style="list-style-type: none"><li>- I can create my own designs and work collaboratively with others to develop creative ideas.</li><li>- I can perform, produce, design, exhibit and share my creative work in a variety of ways for different audiences, inspired by a range of stimuli and experiences.</li><li>- I can use creative materials safely and with some control under supervision.</li><li>- I am beginning to demonstrate resilience and flexibility in approaching creative challenges.</li></ul>			<ul style="list-style-type: none"><li>- I have developed an understanding that I need a balanced diet and I can make informed choices about the food I eat and prepare to support my physical health and well-being.</li><li>- I can describe the way in which physical and emotional changes are connected in different contexts.</li><li>- I can recognise some of the behaviours, conditions and situations that affect my physical health and well-being, and I know how to respond and get help in a safe way.</li><li>- I am beginning to notice when I need help to manage my feelings.</li><li>- I can understand that everyone has rights and, with support, I can respect those rights.</li></ul>	<ul style="list-style-type: none"><li>- I can recognise that what I do, and the things I use, can have an impact on my environment and on living things</li><li>- I can use my knowledge and understanding to predict effects as part of my scientific exploration</li><li>- I can ask questions and use my experience to suggest simple methods of inquiry</li><li>- I can suggest conclusions as a result of carrying out my inquiries</li><li>- I can produce designs to communicate my ideas in response to particular contexts</li><li>- I can creatively respond to the needs and wants of the user, based on the context and on the information collected (PS3)</li><li>- I can safely use a range of tools, materials and equipment to construct for a variety of reasons.</li><li>- I can identify and consider factors when developing design proposals (PS3)</li></ul>	
Thinking Skills:			Thinking Skills:	Thinking Skills:	



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<p><b>Copy</b> the range of techniques and patterns from the artists creations.</p> <p><b>Draw/Paint</b> a piece of art in the style of the artist.</p> <p><b>Produce</b> a piece of art that can be used to advertise the new Neath Leisure Centre.</p> <p><b>Design and create</b> a piece of art that can be presented to the new Neath Leisure Centre.</p>			<p><b>Describe</b> why wellbeing is important to us</p> <p><b>Rank</b> ideas of different wellbeing strategies based on their personal effectiveness</p> <p><b>Discuss</b> the importance of UNICEF Rights of the Child and <b>create</b> a class charter</p> <p><b>Collect</b> information based on class/community wellbeing choices</p>			<p><b>Debate</b> which of the 5 senses are the most important</p> <p><b>Group</b> bones according to their function</p> <p><b>Investigate and compare</b> the relationship between shoe size and height / height and length of jump (Y4/Y4-5)</p> <p><b>Group</b> foods based on food group and <b>recommend</b> foods for a weekly meal plan – <b>justify</b> and <b>explain</b> choices</p>		
<b>Knowledge:</b>			<b>Knowledge:</b>			<b>Knowledge:</b>		
<p>Explore the artwork of Craig Jones Designs, and his specialty at creating pieces of artwork inspired by landscapes in and around Neath/Swansea area.</p> <p>Learn the styles of Craig Jones and to adapt his techniques to create their own piece of artwork</p> <p>Create a piece of art that can be used to advertise the new Neath Leisure Centre, that will be used on a leaflet which will be handed out to parents and people of the wider community</p>			<p>Discuss what wellbeing is</p> <p>List different types of wellbeing strategies and know that different techniques meet different needs</p> <p>Identify the different zones of regulation and explain feelings and actions linked to the zones</p>			<p>Explore the 5 senses and the main organs of the body and explain their function</p> <p>Recall major bones in the body</p> <p>Identify different food groups and explain their function in the body</p>		
<b>Cross Curricular Skills:</b>			<b>Cross Curricular Skills:</b>			<b>Cross Curricular Skills:</b>		
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Leaflet – advertising  - I can recognise the features of different types of text in terms of language, structure and presentation, and use appropriate language to talk about them, e.g. a news article (PS2) - I can read closely, identifying and noting features of texts, e.g. introduction, sequence, illustrations, formality, key vocabulary  - I can write for different purposes and authentic audiences, real or imagined - I can adapt my writing style and structure to suit the audience, purpose and context, e.g. suitable balance between facts and viewpoints, a precise conclusion (PS3)			Fidget toy presentation:  - I can explain information and share ideas, opinions and feelings using relevant vocabulary.   <		