



# Hillcrest Primary School

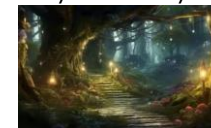
## Medium Term Plan

At Hillcrest, we nurture a love of reading to empower the children to unlock the full wonders of the curriculum, supporting them to unleash their creativity and champion their independence, helping them to achieve their full potential.

**TLC Text:**  
Diary of the big bad wolf



**TLC Hook:** Fairytale day in the Woods



**Year Group: 3**

**Term: Autumn**

### Autumn Half Term 1

<b>English</b>	<p>To discuss what a fairy tale is and its features.</p> <p>To identify diary features and GAP. To look at a WAGOLL.</p> <p>Hook day</p> <p>To create a tiered list of adjectives for the big bad wolf.</p>	<p>To introduce expanded noun phrases.</p> <p>To use expanded noun phrases to describe the wolf's body, ears, eyes, claws and teeth.</p> <p>To craft a paragraph, using expanded noun phrases to describe the wolf on the morning before the barbecue.</p> <p>To edit and reflect.</p>	<p>To write about Lawrence's experience at the barbeque.</p> <p>To hot seat the big bad wolf and to create a role on the wall of the wolf's thoughts and feelings after the barbecue.</p> <p>To show, not tell wolf's emotions.</p> <p>To write a paragraph about how the wolf felt.</p>	<p>To edit, reflect and draft our diary entry.</p> <p>To complete an author write of a diary entry from the perspective of the big bad wolf.</p> <p>To look at examples of recipes and instructions and discuss features and layout.</p> <p>To identify imperative verbs and how to use them.</p>	<p>To shared write a catchy title and introduction and complete one independently.</p> <p>To write a list of ingredients to aid a labelled design of their pizza.</p> <p>To write a set of simple instructions on how to create a healthy pizza.</p> <p>To add in adverbs to describe how to complete the action and use time conjunctions to order sentences.</p>	<p>To include health and safety warnings for the readers of the recipe.</p> <p>To create the healthy pizza by following the method.</p> <p>To organise our recipe into the correct layout.</p> <p>To complete an author write of a recipe for a healthy pizza.</p>	Assessment Week
<b>Grammar &amp; Punctuation</b>	To revisit word classes	To use commas for expanded noun phrases and in a list	To recognise fronted adverbials	To use imperative verbs	To use time conjunctions	To use adverbs	To revise
<b>Spelling</b>	To understand Homophones and prefixes/suffixes from year 2.	To Practice the prefixes 'mis-' and 're-'	To Practice the prefixes 'un-' and 'dis-'	To practice words with endings -sure and -ture	To practice adding suffixes to words ending in -y	To practice spelling words containing the sound 'l' spelt 'y'.	To practice spelling words ending with the 'g' sound spelt '-gue' and the 'k' sound spelt '-que'.
<b>Maths</b>	<p>To represent numbers to 10</p> <p>To Partition numbers to 100</p> <p>To Number line to 100</p> <p>To identify hundreds</p> <p>To represent numbers to 1,000</p>	<p>To Partition numbers to 1,000</p> <p>To Flexibly partition numbers to 1,000</p> <p>To identify hundreds, tens and ones</p> <p>To find 1, 10 or 100 more or less</p> <p>To Number line to 1,000</p>	<p>To Estimate on a number line to 1,000</p> <p>To Compare numbers to 1,000</p> <p>To Order numbers to 1,000</p> <p>To Count in 50s</p> <p>End of Unit assessment.</p>	<p>To Apply number bonds within 10</p> <p>To Add and subtract 1s</p> <p>To Add and subtract 10s</p> <p>To Add and subtract 100s</p> <p>To Spot the pattern</p>	<p>To spot the pattern</p> <p>To add 1s across a 10</p> <p>To Add 10s across a 100</p> <p>To Subtract 1s across a 10</p> <p>To Subtract 10s across a 100</p>	<p>To Make connections</p> <p>To Add two numbers (no exchange)</p> <p>To Subtract two numbers (no exchange)</p> <p>To Add two numbers (across a 10)</p> <p>To add two numbers (across a 100)</p>	<p>To Subtract two numbers (across a 100)</p> <p>To add 2-digit and 3-digit numbers</p> <p>To Subtract a 2-digit number from a 3-digit number</p> <p>To Complements to 100</p> <p>To estimate answers</p>
<b>Science</b>	To identify and name the main food groups	I understand that animals, including	To explore how different animals get	I can identify that humans have bones	I can plan and carry out an investigation.	To compare and group animals based on their	To ask questions about the diversity of human skeletons

<i>Working Scientifically The Human Body</i>	and understand the importance of a balanced diet.	humans, need the right type of nutrition.	their nutrition from what they eat.	and muscles for support, protection and movement.	I can communicate my results.	skeletons and understand the role of muscles and bones in movement.	and design an investigation to find out how to answer it.
<b>Geography</b>		To understand what a map is and how it represents real places.	To use the 8 points of a compass to describe directions.	To recognise and use symbols and keys on a map.	To use grid references to locate places.	To apply compass directions and grid references in a real-world setting.	To consolidate learning by designing an imaginative map using all skills taught.
<b>Art</b>	To explore collage techniques by selecting and layering images from magazines to create a textured and imaginative fairy tale map.				<i>Please note that additional time is dedicated to Art lessons in the first part of the half-term to ensure we cover all objectives effectively.</i>		
<b>Music</b>	To begin to learn the song I've been to Harlem	To listen to, and talk about, two pieces that use the pentatonic scale: Tongo and 'Morning mood' from Peer Gynt Suite No. 1	To practise keeping a steady beat.	To invent three -note melodic ostinatos to accompany I've been to Harlem.	To learn a series of rhythms using a firm plastic cup to.	To invent melodic and rhythmic accompaniments to I've been to Harlem.	To perform the song in unison, as a round, and with accompaniment.
<b>MFL (French)</b>	To introduce the first set of phonics sounds/phonemes in French. The sounds introduced in this lesson are: ch ou on oi	To find France on a map and be able to recall at least 1 Francophone country.	To use key greetings.	To ask and answer the question 'How are you?' in French.	To ask and answer the question 'What is your name?' in French.	To count to 10 in French.	To read, write, say and recognise 10 colours in French.
<b>Outdoor P.E. Orienteering</b>	Hook Day	To hold a simple map in both hands. To know how to set/orientate a simple map and keep it set whilst on the move	To know how to set/orientate a simple map and keep it set whilst on the move	To use the legend to become familiar with features on an orienteering map.	To understand the purpose of thumbing the map.	To keep the orienteering map set / orientated whilst on the move. To understand STAR orienteering.	To understand SCORE orienteering.
<b>Indoor P.E. Gymnastics</b>	To create interesting point and patch balances.	To develop stepping into shape jumps with control.	To develop the straight, barrel, and forward roll.	To transition smoothly into and out of balances.	To create a sequence with matching and contrasting actions and shapes.	To create a partner sequence using equipment.	To create a partner sequence using skills learnt and incorporating apparatus.
<b>R.E.</b>	To recognise that everyone has a worldview by exploring influences.	To understand what makes being human special by exploring Humanist beliefs.	To consider what makes humans special by exploring beliefs about the soul.	To describe what some people believe about being human through exploring personal responses.	To explore the meaning of spirituality to different people.	To explain how and why some Buddhists meditate.	To present own and others' views to answer the enquiry question, 'What makes us human?'.
<b>Computing</b>	Online Safety	To select a backdrop and add sprites	To change the size of sprites	To make a sprite spin	To make a sprite move up and down	To change the brightness of a sprite	To change the colour of a sprite.
<b>Life Skills (PSHE &amp; RSHE)</b>	To understand that families love and support each other but sometimes problems can occur, and help is available if needed.	To understand that friendships have ups and downs and that problems can be resolved.	To begin to understand the impact of bullying.	To listen and communicate effectively.	To understand why trust is an important part of positive relationships.	To begin to understand the differences between people and why it is important to respect these differences.	To recognise that stereotypes are present in everyday life.
<b>Design Technology</b>	<i>Please note that additional time is dedicated to DT lessons in the second part of the half-term to ensure we cover all objectives effectively.</i>			To research, design and create a healthy pizza to encourage the Big Bad Wolf to eat healthier. To design, research and market their product.			

*We would love for children to experience first-hand the surprise and mystery of the TLC text when we first read it together in class.  
Therefore, here are some supplementary texts they may enjoy alongside!*

<b>Supplementary Texts</b>	<b>Readers also liked...</b>	<b>Non-Fiction</b>
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	<p><b>The True Story of the 3 Little Pigs</b> By Jon Scieszka</p>	<p><b>Honestly, Red Riding Hood Was Rotten!</b> By By Trisha Speed Shaskan</p>	<p><b>Face to Face with Wolves</b> By Jim and Judy Brandenburg</p>	<p><b>Fairy Tale Feasts: A Literary Cookbook for Young Readers and Eaters</b> By Jane Yolen</p>	<p><b>Wolves</b> by Kate Riggs</p>