



Medium Term Plan Year: 3 Term: 1

Maths

<p>Week 1 - Place Value - Number</p> <ul style="list-style-type: none"> - represent numbers to 100 - partition numbers to 100 - understand and use a number line to 100 - understand hundreds - represent numbers to 1,000 	<p>Week 2 - Place Value - Number</p> <ul style="list-style-type: none"> - partition numbers to 1,000 - flexibly partition numbers to 1,000 - understand hundreds, tens and ones - find 1, 10 or 100 more or less - understand a number line to 1,000 	<p>Week 3 - Place Value - Number</p> <ul style="list-style-type: none"> - estimate on a number line to 1,000 - compare numbers to 1,000 - order numbers to 1,000 - count in 50s 	<p>Week 4 - Addition and Subtraction - Number</p> <ul style="list-style-type: none"> - apply number bonds within 10 - add and subtract 1s - add and subtract 10s - add and subtract 100s - spot patterns when adding and subtracting 1s, 10s or 100s 	<p>Week 5 - Addition and Subtraction - Number</p> <ul style="list-style-type: none"> - add 1s across a 10 - add 10s across a 100 - subtract 1s across a 10 - subtract 10s across a 100 - make connections between calculations 	<p>Week 6 - Addition and Subtraction - Number</p> <ul style="list-style-type: none"> - add two numbers (no exchange) - subtract two numbers (no exchange) - add two numbers (across a 10)
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English Writing

Narrative unit (Settings)		Non-fiction unit (Poetry)			
<p>Week 1</p> <p>Whole school Text</p> <ul style="list-style-type: none"> -predict -use exciting adjectives -use powerful verbs -identify conjunctions 	<p>Week 2</p> <p>Whole school Text</p> <ul style="list-style-type: none"> - plan - write - edit - publish 	<p>Week 3</p> <ul style="list-style-type: none"> - use question marks - use present progressive - use senses to describe -justify inferences 	<p>Week 4</p> <ul style="list-style-type: none"> - use possessive apostrophes - use modal verbs - infer a character's emotions - use inverted commas for speech 	<p>Week 5</p> <ul style="list-style-type: none"> - create noun phrases - use powerful verbs - explore features of a diary entry - plan 	<p>Week 6</p> <ul style="list-style-type: none"> - use adverbials of time - edit - publish - group words

English Reading - VIPERS

Vocabulary	Inference	Prediction	Explanation	Retrieval	Sequence/Summarise
<p><i>This domain is not planned for this term as the first week will be used to assess reading levels for all pupils</i></p>	<ul style="list-style-type: none"> - ask simple inference questions. 	<ul style="list-style-type: none"> - make predictions using evidence from the text. 	<ul style="list-style-type: none"> - identify themes within a text and explain where they appear. 	<ul style="list-style-type: none"> - learn the skill of 'skim and scan' to retrieve details. 	<ul style="list-style-type: none"> - distinguish between the important and less important information in a text.

Science: Skeletons

<p>Week 1</p> <ul style="list-style-type: none"> -identify and name the bones in a human body (step 1) -understand the functions of a skeleton (step 2) <p>Knowledge:</p> <ul style="list-style-type: none"> -Identify that humans and some other animals have skeletons and muscles for support, protection and movement. <p>Working Scientifically:</p> <ul style="list-style-type: none"> -Ask relevant questions and use different types of scientific enquiries to answer them. (step 1) -Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. (step 2) <p>Vocabulary:</p> <p>skeleton, skull spine ribcage pelvis femur</p>	<p>Week 2</p> <ul style="list-style-type: none"> -identify and name the bones in a range of animals (step 3) -explore animals with and without a spine (step 4) <p>Knowledge:</p> <ul style="list-style-type: none"> -Identify that humans and some other animals have skeletons and muscles for support, protection and movement. <p>Working Scientifically:</p> <ul style="list-style-type: none"> -Talk about criteria for grouping, sorting and classifying (non-statutory) <p>Vocabulary:</p> <p>mammal, bird, fish, amphibian, reptile (step 3)</p> <p>Spine, antennae, insect, exoskeleton (step 4)</p>	<p>Week 3</p> <ul style="list-style-type: none"> -present our findings; Are all skeletons the same? (step 5) <p>Knowledge:</p> <ul style="list-style-type: none"> -Identify that humans and some other animals have skeletons and muscles for support, protection and movement. <p>Working Scientifically:</p> <ul style="list-style-type: none"> -Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. <p>Vocabulary:</p> <p>skeleton, spine, exoskeleton</p>	<p>Week 4</p> <ul style="list-style-type: none"> -identify type of joints in the human body (step1) -understand how we move (step 2) <p>Knowledge:</p> <ul style="list-style-type: none"> -Identify that humans and some other animals have skeletons and muscles for support, protection and movement. <p>Working Scientifically:</p> <ul style="list-style-type: none"> -Recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations (non-statutory). Communicate their findings in ways that are appropriate for different audiences (non-statutory). <p>Vocabulary:</p> <p>joint, hinge joint, ball-and-socket joint, skeleton (step 1)</p> <p>Joint, muscle, bicep and tricep, contract, relax (step 2)</p>	<p>Week 5</p> <ul style="list-style-type: none"> -identify food groups (step 1) -understand the five food groups (step2) <p>Knowledge:</p> <ul style="list-style-type: none"> -Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. <p>Working Scientifically:</p> <ul style="list-style-type: none"> -Talk about criteria for grouping, sorting and classifying (non-statutory). -Use straightforward scientific evidence to answer questions or to support their findings. <p>Vocabulary:</p> <p>carbohydrates, proteins, dairy products, fats, sugars (step 1)</p> <p>fruit and vegetables, carbohydrates, proteins, dairy products, fats, sugars (step 2)</p>	<p>Week 6</p> <ul style="list-style-type: none"> -explore balanced diets (step 3) -compare diets (step 4) -identify animal diets (step 5) <p>Knowledge:</p> <ul style="list-style-type: none"> -Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. <p>Working Scientifically:</p> <ul style="list-style-type: none"> -Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. (step 3) -Identify differences, similarities or changes related to simple scientific ideas and processes. (step 4) -Use straightforward scientific evidence to answer questions or to support their findings. (step 5) <p>Vocabulary:</p> <p>balanced diet, balanced meal, nutrition, Eatwell guide (step 3)</p> <p>vegan diet, vegetarian diet, pescatarian diet, omnivorous diet (step 4)</p> <p>diet, herbivore, carnivore, omnivore (step 5)</p>
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Design and Technology: Cooking and nutrition - Healthy Breakfast

<p>Week 1 Knowledge objective: - Understand that plants can be grown and used in cooking</p> <p>Vocabulary: Ingredients Grown</p>	<p>Week 2 Knowledge objective: - Understand that food can come from the UK and the wider world</p> <p>Vocabulary: Ingredients UK/Wider world</p>	<p>Week 3 Knowledge objective: - Understand that a healthy diet is one which is varied and balanced - Understand that food and drink are needed for active/healthy bodies</p> <p>Skill objective:</p> <p>Vocabulary: Balanced/varied diet</p>	<p>Week 4 Skill objective: - Prepare, cook and use equipment safely and hygienically - Use some of the following techniques: peeling, chopping, slicing, grating, mixing, spreading</p> <p>Vocabulary: Peel Chop Slice Grate Spread</p>	<p>Week 5 Skill objective: - Prepare, cook and use equipment safely and hygienically - Use some of the following techniques: peeling, chopping, slicing, grating, mixing, spreading</p> <p>Vocabulary: Peel Chop Slice Grate Spread</p>	<p>Week 6 Skill objective: - Prepare, cook and use equipment safely and hygienically - Use some of the following techniques: peeling, chopping, slicing, grating, mixing, spreading</p> <p>Vocabulary: Peel Chop Slice Grate spread</p>
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History: Septimius Severus and The Romans

<p>Week 1 Knowledge objective: - Know why the Romans invaded Britain.</p> <p>Skill objective: - Know that Britain has been invaded by several different groups over time.</p> <p>Vocabulary: invade, invasion</p>	<p>Week 2 Knowledge objective: - Know how the Romans kept control over such a vast empire.</p> <p>Skill objective: - Describe some of the main changes in Britain, resulting from an event (an invasion).</p> <p>Vocabulary: empire, emperor</p>	<p>Week 3 Knowledge objective: - Know how we know about life during Roman times.</p> <p>Skill objective: - Identify and give reasons for different ways in which the past is represented.</p> <p>Vocabulary: artefact</p>	<p>Week 4 Knowledge objective: - Know how Boudica stood up to the Romans.</p> <p>Vocabulary: legion, rebellion</p>	<p>Week 5 Knowledge objective: - Know that people from Africa came to Britain with the Roman Empire and who Emperor Septimius Severus was.</p> <p>Skill objective: - Study the lives of significant individuals.</p>	<p>Week 6 Knowledge objective: - Know when and why the Roman Empire ended and how the Romans still impact our lives today.</p> <p>Skill objective: - Communicate knowledge and understanding about historical events and famous people in a variety of ways – labelled diagrams, recounts, stories, diaries, pictures, discussions, annotations and drama.</p>
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Computing	French (MFL)	Music	Physical Education
<p>Computing systems and networks – Connecting computers</p> <ul style="list-style-type: none"> - explain how digital devices function - identify input and output devices - recognise how digital devices can change the way we work - explain how a computer network can be used to share information - explore how digital devices can be connected - recognise the physical components of a network 	<p>Greetings, instructions and animals</p> <ul style="list-style-type: none"> - Say and respond to bonjour, salut and au revoir - Say and respond to Ça va? and Et toi? using très bien, pas très bien and comme ci, comme ça - Say and respond to taisez-vous, écoutez, regardez, répétez, levez-vous and asseyez-vous - Say and respond to un chat, un chien, un cochon, un lapin, une souris, une tortue and un serpent - Listen to and understand a simple story. - Say and respond to un, deux, trois and can form plurals 	<p>Lambeth Music Service - Musictrax Play</p> <ul style="list-style-type: none"> - learn a body percussion pattern using ‘bass and tone’ strokes. - transfer body percussion rhythm to djembe using learned strokes. - play different rhythms in two groups on body percussion and djembe - learn to read rhythm notation - learn diatonic scale - continue learning Do scale 	<p>Basketball</p> <ul style="list-style-type: none"> - keep possession of the ball when dribbling - work as a pair to move forward and attack. - use a defensive body position. - perform a two-handed shot to score baskets. - use a jump ball to restart a game. - understand when to move to space to receive the ball.
PSHE	Religious Education	Mastering Number	Word expert
<p>Health and wellbeing</p> <p>Walt: understand that everyone is an individual and has unique and valuable contributions to make</p> <p>Walt: recognise how strengths and interests form part of a person’s identity</p> <p>Walt: to identify their own personal strengths and interests and what they’re proud of (in school, out of school)</p> <p>Walt: recognise common challenges to self -worth e.g. finding school work difficult, friendship issues</p> <p>Walt: know and embed some basic strategies to manage and reframe setbacks</p> <p>Post assessment</p> <p>Media Literacy & Digital Resilience</p> <p>Walt: recognize that images and information online can be altered and adapted</p> <p>Walt: Have some strategies to recognise whether something they see online is true or accurate</p>	<p>Where did the World Begin?</p> <ul style="list-style-type: none"> - Know that the world contains many beautiful natural things, all of which are unique; - Know that Jews and Christians believe that God created the world and that people have a responsibility to care for God’s creation; - Understand that Christians often use Harvest as a way to share food with those less fortunate than themselves. - Know why St Francis is a Christian example of caring for and protecting living things and consider ways they can think of and help others - Know that Muslims believe Allah is the Creator of all things and believe that people are the custodians of the earth; - Recognise their roles and responsibilities in caring for the world. 	<p>4 x tables</p> <ul style="list-style-type: none"> - Identify the number in a group (multiplicand) - Identify the number of groups (multiplier) - Recognise the number in a group and the number of groups equal to an amount (product) - Count in 4s - Find patterns within the 4x table 	<p>Unit 1 Adding the prefixes dis and in To change a word into its opposite.</p> <p>Unit 2 Adding im to root words beginning with m and p</p> <p>Unit 3 The suffix -ous</p>

Handwriting	<ol style="list-style-type: none">1. Practise joining through a word in stages: no ascenders or descenders2. Practise joining through a word in stages: parallel ascenders3. Introducing joining from s to ascender: sh, sl, st, sk4. Introducing joining from s to no ascender: sw, si, se, sm, sn, sp, su5. Introducing joining from s to an anti-clockwise letter: sa, sc, sd, sg, so, sq6. Introducing joining from r to an ascender: rb, rh, rk, rl, rt
Story time texts	The Proudest Blue: A Story of Hijab and Family by Ibtihaj Muhammad
Texts for writing	Escape from Pompeii