



Medium Term Plan Year: 3 Term: 3

Maths

Week 1 - Multiplication and division - <i>Number</i> - understand multiples of 10 - explore related calculations - reason about multiplication - multiply a 2-digit number by a 1-digit number (no exchange)	Week 2 - Multiplication and division - <i>Number</i> - multiply a 2-digit number by a 1-digit number (with exchange) - link multiplication and division - divide a 2-digit number by a 1-digit number (no exchange)	Week 3 - Multiplication and division - <i>Number</i> - divide a 2-digit number by a 1-digit number (use flexible partitioning) - divide a 2-digit number by a 1-digit number (with remainders) - understand scaling - explore different combinations	Week 4 - Length and perimeter - <i>Measurement</i> - measure in metres and centimetres - measure in millimetres - measure in centimetres and millimetres - measure in metres, centimetres and millimetres	Week 5 - Length and perimeter - <i>Measurement</i> - understand equivalent lengths (metres and centimetres) - understand equivalent lengths (centimetres and millimetres) - compare lengths	Week 6 - Length and perimeter - <i>Measurement</i> - add lengths - subtract lengths - understand perimeter - measure perimeter - calculate perimeter
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English Writing: Small in the City by Sydney Smith

Non fiction Unit (Letter)		Narrative unit (Alternative Perspective)			
Week 1 - use conjunctions - use expanded noun phrases - use similes	Week 2 - identify the features of a letter - use command sentences - plan letter - use adverbs of time	Week 3 - edit - publish - use past tense - use noun phrases	Week 4 - use synonyms for said - punctuate dialogue - plan a narrative - use present tense	Week 5 - use adverbial phrases - use dialogue - edit - publish	

English Reading - VIPERS

Vocabulary	Inference	Prediction	Explanation	Retrieval	Sequence/Summarise
- find the meaning of new words using substitution within a sentence.	- make inferences about actions or events.	<i>This domain is not planned for this term as the first week will be used to assess reading levels for all pupils</i>	- identify how language, structure, and presentation contribute to the meaning of fiction texts.	- begin to identify and use quotations from the text.	- explore how to record summary writing.

Science: Fossils and Soil

<p>Lesson 1: -explore fossils (step 1)</p> <p>Knowledge: -Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>Working Scientifically: -Ask relevant questions and use different types of scientific enquiries to answer them.</p> <p>Vocabulary: fossil, rock, skeleton, shell</p>	<p>Lesson 2: -understand fossil formation (step 2)</p> <p>Knowledge: -Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>Working Scientifically: Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>Vocabulary: fossilisation, rock, skeleton, fossil, sediment</p>	<p>Lesson 3: -explore soil (step 1)</p> <p>Knowledge: -Recognise that soils are made from rocks and organic matter.</p> <p>Working Scientifically: -Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables</p> <p>Vocabulary: soil, sandy soil, clay soil, peat soil, chalky soil, organic matter</p>	<p>Lesson 4: -investigate the importance of soil (step 2)</p> <p>Knowledge: -Recognise that soils are made from rocks and organic matter.</p> <p>Working Scientifically: -Use straightforward scientific evidence to answer questions or to support their findings.</p> <p>Vocabulary: soil, nutrients, habitat loss, deforestation, habitat</p>	<p>Lesson 5: -plan an investigation; soil experiment (step 3)</p> <p>Knowledge: -Recognise that soils are made from rocks and organic matter.</p> <p>Working Scientifically: Set up simple practical enquiries, comparative and fair tests.</p> <p>Vocabulary: independent variable, dependent variable, controlled variable</p>	<p>Lesson 6: -carry out an investigation; soil experiment (step 4)</p> <p>-evaluate: soil experiment (step 5)</p> <p>Knowledge: -Recognise that soils are made from rocks and organic matter.</p> <p>Working Scientifically: -Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. (step 4)</p> <p>-Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. (step 5)</p> <p>Vocabulary: soil, filter paper, filter funnel, Measuring cylinder (step 4)</p> <p>soil, absorb, conclusion, evaluate, data (step 5)</p>
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Design Technology- Mechanical Posters

<p>Knowledge objective: WALT: know that levers and linkages can be used to create mechanisms. WALT: know that a mechanism is a device that creates movements</p> <p>Skill objective: WALT: Begin to understand simple mechanical systems that use levers and linkages</p> <p>Vocabulary: - mechanical systems - mechanism - lever, linkage, pivot</p>	<p>Knowledge objective:</p> <p>Skill objective: WALT: Create a design criteria and plan which shows function, purpose, order, equipment and tools WALT: Describe design using an accurately labeled sketch and words</p> <p>Vocabulary: -Design criteria -lever, linkage, pivot</p>	<p>Knowledge objective:</p> <p>Skill objective: WALT: Select suitable tools/equipment, and materials, explain choices.</p> <p>Vocabulary: Prototype</p>	<p>Knowledge objective:</p> <p>Skill objective: WALT: Work accurately to make cuts and holes WALT: Begin to apply a range of finishing techniques with some accuracy</p> <p>Vocabulary:</p>	<p>Knowledge objective:</p> <p>Skill objective: WALT: Work accurately to make cuts and holes WALT: Begin to apply a range of finishing techniques with some accuracy</p> <p>Vocabulary:</p>	<p>Knowledge objective:</p> <p>Skill objective: WALT: Use design criteria to evaluate finished product, saying what I would change to make design better</p> <p>Vocabulary: -Design criteria</p>
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History

<p>WALT: understand that the past can be divided into different time periods.</p> <p>Knowledge objective: Know how people hunted and farmed to survive in the Stone Age.</p> <p>Skill objective: Understand that the past can be divided into different time periods.</p> <p>Vocabulary: prehistoric, Mesolithic, Neolithic, Palaeolithic, hunter-gatherer</p> <p><i>*Not every lesson needs knowledge and skills, sometimes it can be one or the other</i></p>	<p>WALT: research similarities and differences between the Stone Age, Bronze Age and the Iron Age</p> <p>Knowledge objective: - Know how homes and settlements changed from the Stone Age to the Bronze Age and Iron Age.</p> <p>Skill objective: Research similarities and differences between given periods of history.</p> <p>Vocabulary: settlement</p> <p><i>*Not every lesson needs knowledge and skills, sometimes it can be one or the other</i></p>	<p>WALT: use different sources and evaluate their effectiveness</p> <p>Knowledge objective: - Know how Historians found out about life in the Stone Age (specifically Cheddar Man and Skara Brae)</p> <p>Skill objective: Distinguish between different sources and evaluate their effectiveness.</p> <p>Vocabulary: source, archeologist</p> <p><i>*Not every lesson needs knowledge and skills, sometimes it can be one or the other</i></p>	<p>WALT: know about Stonehenge and why historians think it was created</p> <p>Knowledge objective: Know what Stonehenge is and how and why Historians think it was created (specifically to celebrate the summer and winter solstices).</p> <p>Skill objective:</p> <p>Vocabulary: Stonehenge</p> <p><i>*Not every lesson needs knowledge and skills, sometimes it can be one or the other</i></p>	<p>WALT: understand who the Celts were and explain how life changed during the Iron age.</p> <p>Knowledge objective: Know who the Celts were and how they made Iron in the Iron Age.</p> <p>Skill objective:</p> <p>Vocabulary: Iron Age</p> <p><i>*Not every lesson needs knowledge and skills, sometimes it can be one or the other</i></p>	<p>WALT: find out about everyday lives of people in time studies and compare with our life today</p> <p>Knowledge objective: Know how and why the Celts built Hill Forts.</p> <p>Skill objective: Find out about everyday lives of people in time studies and compare with our life today.</p> <p>Vocabulary: Hill Forts</p> <p><i>*Not every lesson needs knowledge and skills, sometimes it can be one or the other</i></p>
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Computing	French (MFL)	Music	Physical Education
<p>Programming - Sequencing sounds</p> <ul style="list-style-type: none"> - explore a new programming environment - identify that commands have an outcome - explain that a program has a start - recognise that a sequence of commands can have an order - change the appearance of my project - create a project from a task description 	<p>Colours, opinions, word order</p> <ul style="list-style-type: none"> - Say and respond to eight colours - Give a simple opinion about a colour. - Write and say a sentence using the correct word order. - Listen and respond to a simple story 	<p>Playing an instrument</p> <ul style="list-style-type: none"> - introduce the recorder, learn the first note, learn first tune on recorder - consolidate first recorder principles, learn a new note, learn a new tune - consolidate technique and practise first two notes, learn a new tune with two notes, learn new djembe rhythm and new time signature - consolidate new recorder techniques, practise new tune with two notes, introduce melodic improvising, practise rhythmic improvising - learn a new note, learn a new tune using new note, practise rhythmic and melodic improvisation 	<p>Hockey</p> <ol style="list-style-type: none"> 1. to keep close control of the ball using the flat side of the stick. 2. to control the ball and pass it into space. 3. to use a defensive body position. 4. to consistently stop a moving ball ready to pass, move or shoot. 5. to improve our agility and apply it in a game situation. 6. to avoid our feet contacting the ball and apply basic rules to the game.
PSHE	Religious Education	Mastering Number	Handwriting
<p>Physical Health & Mental Wellbeing</p> <ul style="list-style-type: none"> - pre-assess: reflect on what we already know about keeping healthy - distinguish between the healthy & unhealthy choices we make - identify our healthy and unhealthy habits relating to food, sleep and exercise - consider what affects our feelings - know how we can express and manage our feelings - post-assess show what we now know about keeping healthy and being in charge of our own health 	<p>Christianity - The Bible</p> <ul style="list-style-type: none"> - Understand the importance of The Bible as the holy book that guides the Christian Faith. - Know the difference between the Old and the New Testament. - Understand how The Ten Commandments guide Christians in their daily lives. - Recognise the importance of parables and how they are used to guide Christians. 	<p>3 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 3s - Find patterns within the 3x tables 	<p>Introducing joining from f to an anticlockwise letter, Introducing joining ff, Introducing joining rr, Introducing joining ss, Introducing joining qu</p>
Word Expert	<ul style="list-style-type: none"> - Identify and use the c sound spelt ch - Identify and use the sh sound spelt ch 		
Story time texts	I am Loved - Nikki Giovanni		
Texts for writing	Small in the City by Sydney Smith		