



Medium Term Plan Year: 3 Term: 6

Maths

Week 1 - Time - Measurement - use durations to calculate times in hours and minutes. - understand minutes and seconds - understand units of time - solve problems with time	Week 2 - Shape - Geometry - understand the relationship between turns and angles - identify right angles - compare angles - measure and draw straight lines accurately - recognise and draw horizontal and vertical lines	Week 3 - Shape - Geometry - find and identify parallel and perpendicular lines - recognise and describe 2-D shapes - draw polygons - recognise and describe 3-D shapes - make 3-D shapes	Week 4 - Statistics - interpret pictograms - draw pictograms - interpret bar charts	Week 5 - Statistics - draw bar charts - collect and represent data - interpret information from two-way tables	Week 6 - Consolidation
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English Writing

Narrative unit (Fantasy)			Non-fiction unit (Instructions)		
Week 1 - use noun phrases - use simple past tense - speak in role - punctuate direct speech	Week 2 - use conjunctions to contrast - use time adverbials - use emotions adjectives - identify present perfect	Week 3 - use present perfect - plan - use personification - use prepositions	Week 4 - punctuate direct speech - use subordinating conjunctions - edit - read composition aloud	Week 5 - identify features of instructions - sequence instructions - rehearse sentences orally - use adverbials of time	Week 6 - use imperative verbs - edit - present

English Reading - VIPERS

Vocabulary - Explain the meaning of words in context	Infer - Draw inferences with evidence from the text	Prediction - say what they think will happen next	Explanation - Read and understand what they have read	Retrieval - Retrieve and record information	Sequence/Summarise - Summarise the main ideas of what they have read
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Design Technology: Saxon model village	History focus: Migration - Anglo Saxons and Scots	Science: Plants/Light
<p>Knowledge</p> <ul style="list-style-type: none"> - That different pencil grades can be used to develop intricate patterns and marks - The artefacts of Sutton Hoo show that the people of Anglo Saxon Britain were great craftsmen - Know that joining techniques can be used to create and strengthen 3D models <p>Skills</p> <ul style="list-style-type: none"> - Use different pencils and techniques to draw from observation - Begin to measure, mark out, cut and shape, assemble, join and combine materials/ components with some accuracy - Begin to apply a range of finishing techniques with some accuracy <p>Vocabulary</p> <ul style="list-style-type: none"> - Pencil grades - Attachment and joining techniques - Craft knife - Cutting board - PVA glue/Glue gun - Tabs - 3D model <p>Learning Revisited</p> <ul style="list-style-type: none"> - Begin to use tools and equipment safely and in the correct way. <p>Key Questions (Assessment)</p> <ul style="list-style-type: none"> - What can the artefacts of Sutton Hoo tell us about the craftsmen of Anglo Saxon times? - How can materials be used and joined to create 3D models? 	<p>Knowledge</p> <ul style="list-style-type: none"> - Know who the Anglo Saxons were and where they came from. - Know when and why the Anglo Saxons came to England. - Know where the Anglo Saxons settled. - Understand how we know about the Anglo Saxons and where they lived. - Know who the Scots were and where they came from. - Know how the Scots tried to invade. <p>Skills</p> <ul style="list-style-type: none"> - Identify reasons for and results of people's actions. - Use a range of sources to find out about a period, including using the library and e-learning for research to answer questions. - Know that Britain has been invaded by several different groups over time. - Understand why people may have had to do something. - Identify reasons for and results of people's actions. <p>Vocabulary</p> <p>Migrate, settlement, Sutton Hoo, invade, Danelaw, Wessex</p> <p>Learning Revisited</p> <ul style="list-style-type: none"> - Why did the Romans invade Britain? - Why did Boudica stand up to the Romans and what image do we have of her today? - How were the Romans able to keep control over such a vast empire? - How did the Roman lifestyle contrast with the Celtic lifestyle? - Why did the 400 year empire end? - How do the Romans still impact our lives today? <p>Key Questions (Assessment)</p> <ul style="list-style-type: none"> - Who were the Anglo Saxons and where did they come from? - When did the Anglo Saxons come to England? - Why did the Anglo Saxons come to England? - Where did the Anglo Saxons settle? - How do we know where the Anglo Saxons settled? - Who were the Scots and why did they try to invade England? 	<p>Plants (Life cycle of plants)</p> <p>Knowledge (Scientific understanding)</p> <ul style="list-style-type: none"> - Know and explore the part that flowers play in the life cycle of flowering plants (pollination, seed formation and seed dispersal). - Know how to identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers (In relation to pollination, seed formation and seed dispersal). <p>Skills (Working Scientifically)</p> <p>Classifying: To observe closely</p> <ul style="list-style-type: none"> - Be able to compare objects based on more sophisticated, observable features. Present observations in labelled diagrams. <p>Researching: To interpret results</p> <ul style="list-style-type: none"> - Be able to answer their questions using simple scientific language. <p>Vocabulary</p> <p>air, pollen, insect/wind pollination, male, female, seed formation, seed dispersal (wind, animal and water dispersal)</p> <p>Key Questions (Assessment)</p> <ul style="list-style-type: none"> - What part do flowers play in the life cycle of flowering plants? - What are pollination, seed formation and seed dispersal? - What are the parts of flowering plants important to pollination, seed formation and seed dispersal? <p>Light</p> <p>Knowledge (Scientific understanding)</p> <ul style="list-style-type: none"> - Recognise that they need light in order to see things and that dark is the absence of light. - Notice that light is reflected from surfaces. - Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. - Recognise that shadows are formed when the light from a light source is blocked by a solid object. - Find patterns in the way that the size of shadows change. <p>Skills (Working Scientifically)</p> <p>Classifying: to draw simple conclusions</p> <ul style="list-style-type: none"> - classify light sources (leading to conclusion man-made/natural) - classify materials (leading to conclusion reflective/non-reflective, transparent/translucent/ opaque). <p>Comparative fair testing: To gather record results</p> <ul style="list-style-type: none"> - Test materials for reflectiveness and transparency. <p>Comparative fair testing: To plan an enquiry</p> <ul style="list-style-type: none"> - Investigate shadows (size of shadows, shape of shadows). <p>Vocabulary</p> <p>light, light source, dark, absence of light, surface, shadow, reflect, mirror, Sun, sunlight, dangerous</p> <p>Key Questions (Assessment)</p> <ul style="list-style-type: none"> - What is light and why do we need it? How do we see? - How and why must we protect ourselves from sunlight? - How are shadows formed? How do shadows change?

Computing	French (MFL)	Music	Physical Education
<p>Programming - Events and actions</p> <ul style="list-style-type: none"> - explain how a sprite moves in an existing project - create a program to move a sprite in four directions - adapt a program to a new context - develop my program by adding features - identify and fix bugs in a program - design and create a maze-based challenge 	<p>Numbers, Phonemes 'on' & r, days of the week</p> <ul style="list-style-type: none"> - Revise numbers 1-10 and learn numbers 11-15 - Learn how to pronounce the nasal phoneme on - Revise j'adore/et toi? - Learn the days of the week - Learn how to pronounce the r phoneme correctly <p>Paris</p> <ul style="list-style-type: none"> - Learn about the location of Paris - Learn about four famous Paris landmarks 	<p>Playing an instrument</p> <ul style="list-style-type: none"> - Hold the djembe correctly and play simple unison rhythms - Hold a recorder correctly and play music - Play simple patterns on the glockenspiel using one beater - Maintain own part within an ensemble performance (3 different parts) - Identify features of the music they engage with - Describe in simple terms how choices of pitch, tempo, dynamics and timbre create different moods in music - Make simple judgements about the success of performances and peers and give simple constructive feedback 	<p>Outdoor Adventure Activities</p> <ul style="list-style-type: none"> - To take part in outdoor and adventurous activity challenges both individually and within a team -To communicate and work effectively with others to complete a task - To follow multi-step instructions - To solve a range of problems when working with others - To follow a set of directions correctly - To give clear and precise directions for someone else to follow -To follow simple maps -To know what orienteering is and to understand a range of map symbols
PSHE	Religious Education	Multiplication tables	Word Expert
<p>Living in the wider world: Money and Work</p> <ul style="list-style-type: none"> - know some of the different jobs people do and some of the skills needed in the workplace (punctuality, teamwork) -identify and challenge misconceptions and gender stereotypes about work eg. women in STEM, men in nursing. -recognise their own interests, skills and achievements and begin to think about how these might link to future jobs. <p>Health and Wellbeing: Keeping Safe</p> <ul style="list-style-type: none"> -know how to identify typical hazards at home and in school and how to predict, assess and manage risk -understand the importance of following safety rules from parents and other adults -recognise how to keep themselves safe in the local environment and in unfamiliar places, including road, rail, water and firework safety 	<p>Judaism - Abraham</p> <ul style="list-style-type: none"> -Understanding the importance of Abraham to people of the Jewish faith. -Investigate the laws, rules and stories that are within the sacred text of Judaism. -Know how Jewish sacred book, the Torah, is respected and how it helps Jewish people to understand what being Jewish means 	<p>Revision of 4, 8, 3, 6 and 12 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 target times tables - Find patterns within the target times tables 	<p>Weeks 1 and 2</p> <ul style="list-style-type: none"> -suffix- using ous <p>Weeks 3 and 4</p> <ul style="list-style-type: none"> -suffix-using tion <p>Weeks 5 and 6</p> <ul style="list-style-type: none"> -suffix-using tion
Handwriting	Revising horizontal join from r to an anti-clockwise letter: rs; revising break letters; revising capital letters		
Story time texts	The Iron Man - Ted Hughes		
Texts for writing	Our Tower - Joseph Coelho		

