



















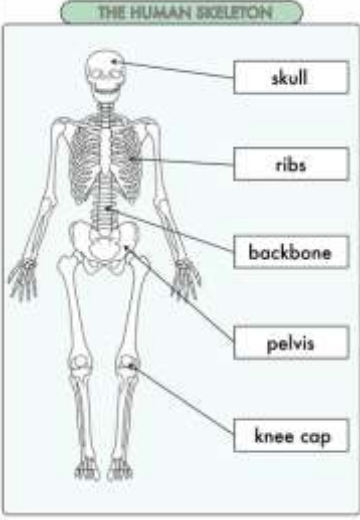


Year 3 Medium Term Plan

Spring Term (2)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English  	Fiction: The Barnabus Project Writing Outcome: Write a diary entry from the perspective of Barnabus, using the present perfect tense.	Non-Fiction: The Barnabus Project Writing Outcome: Write a brochure advertising a new shop to help the characters find new homes. Include a description of the pets and quotes from other customers.		Fiction: Leon and the Place Between Writing Outcome: Write a letter to Leon to persuade him to enter the box - or not.	Fiction: Leon and the Place Between Writing Outcome: Write our own version of the story where a main character enters a magical world. Use the structure of Leon and the Place Between, substituting the main character, magical place and events that happen inside. Include dialogue	
Grammar	I stick to the style of the genre.  I am starting to establish a viewpoint.  All sentences are written in the correct tense and I do not miss words (proofread)  Link the sentences in a paragraph using cohesive devices 	I do not change my ideas or bunch different ideas within my paragraph.  All sentences are written in the correct tense and I do not miss words (proofread)  Link the sentences in a paragraph using cohesive devices  I use lots of adverbials of time, place and cause.   Use and punctuate direct speech I stick to the style of the genre. 		I stick to the style of the genre.  All sentences are written in the correct tense and I do not miss words (proofread)  Link the sentences in a paragraph using cohesive devices 	My writing suggests insight into character development through describing how characters look, react, talk or behave.  I develop my ideas with some imaginative detail. Expanded noun phrases with prepositional phrases.  I do not change my ideas or bunch different ideas within my paragraph.  I can link the sentences in my paragraph using cohesive devices  I am using commas for lists, subordinate clauses and fronted adverbials. 	
Reading	The Barnabus Project	Leon and the Place Between	Stage 1 and 2 - Healthy Eating Stage 3 - Nutrition	Being Active	Fossils	Mary Anning
Maths	<u>Place Value</u> count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number recognise the place value of each digit in a three-	<u>Multiplication and Division</u> <ul style="list-style-type: none"> recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables write and calculate mathematical statements for multiplication and division using the multiplication tables that 		<u>Measurement (Length)</u> <ul style="list-style-type: none"> measure, compare, add and subtract: lengths (m / cm /mm) (Pre learning: X 10 X 100 AND DIVISION)		<u>Fractions</u> count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10

	<p>digit number (hundreds, tens, ones)</p> <p>read and write numbers up to 1000 in numerals and in words</p> <p>solve number problems and practical problems involving these ideas</p>	<p>they know, including for two-digit numbers times one-digit numbers</p> <ul style="list-style-type: none"> • Formal written method - grid method • solve problems, including missing number problems, involving multiplication and division including positive integer scaling problems and correspondence problems in which n objects are connected to m objects 				<p>recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</p> <p>add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$]</p> <p>compare and order unit fractions and fractions with the same denominator</p> <p>solve problems that involve all of the above.</p>
RE	<p>Creation and fall Lesson 1</p> <p>Where does creation belong in the 'big story' of the Bible?</p>	<p>Creation and fall Lesson 2</p> <p>What kind of world do Christians believe in? What do we mean by good?</p>	<p>Creation and fall Lesson 3</p> <p>How have Christians interpreted 'looking after the world'?</p>	<p>Creation and fall Lesson 4</p> <p>How do different Christians think about and look after the environment?</p>	<p>Creation and fall Lesson 5</p> <p>What do Christians mean by 'The Fall'?</p>	<p>Creation and fall Lesson 6</p> <p>What do many Christians learn from the stories of creation and the fall?</p> <p>Assessment</p>
<p>Science Block</p> <p>(3 Weeks)</p>	<p>Knowledge</p> <p>The children will be able to 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. Animals, unlike plants which can make their own food, need to eat in order to get the nutrients they need.</p> <p>Food contains a range of different nutrients – carbohydrates (including sugars), protein, vitamins, minerals, fats, sugars, water – and fibre that are needed by the body to stay healthy. A piece of food will often provide a range of nutrients.</p> <p>The children will also identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>			 <p>Skills</p> <p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units.</p> <p>Use straightforward scientific evidence to support their findings.</p>		

	<u>Lesson 1</u> To develop overarm and underarm throwing and apply these to a striking and fielding game.	<u>Lesson 2</u> To develop bowling technique and learn the rules of the skill within this game.	<u>Lesson 3</u> To develop batting technique and understand where to hit the ball.	<u>Lesson 4</u> To develop fielding techniques and apply them to game situations.	<u>Lesson 5</u> To play different roles in a game and begin to think tactically about each role.	<u>Lesson 6</u> To apply skills and knowledge to compete in a tournament.
French	<u>Lesson 1</u> To learn the adjectives of colour bleu (blue), rouge (red), blanc (white), noir (black), vert (green), jaune (yellow), marron (brown), violet (purple), orange, gris (grey)	<u>Lesson 2</u> To describe animals with colours Listening / Reading - describing pictures	<u>Lesson 3</u> To join in with a song (Old MacDonald)	<u>Lesson 4</u> To develop the ability to listen attentively to passages with a mixture of familiar and unfamiliar language (Additional stories / songs)	<u>Lesson 5</u> To develop the ability to listen attentively to passages with a mixture of familiar and unfamiliar language (Additional stories / songs)	<u>Lesson 6</u>
Music	<u>Lesson 1</u> Lesson 7 of Autumn series Musicianship, pulse, beat and rhythm Engine Engine Queen Queen Caroline Ta and Tete notes and read rhythms	<u>Lesson 2</u> Lesson 8 of Autumn series Musicianship, pulse, beat and rhythm Notation continued – Ta , Te te, Ta-a Queen Caroline Hey Ho Nobody Home	<u>Lesson 3</u> Lesson 9 of Autumn series Musicianship, pulse, beat and rhythm Reading rhythmic notations – Ta, Tete, Ta-a, Tika tika Hey ho nobody home Diddle Diddle Dumpling	<u>Lesson 4</u> Lesson 10 of Autumn series Musicianship, pulse, beat and rhythm Developing reading rhythmic notations Diddle Diddle dumpling Cup Game (revise)	<u>Lesson 5</u> Lesson 11 of Autumn series Musicianship, pulse, beat and rhythm Developing reading rhythmic notations Cup Game (revise) Composing Rhythms	<u>Lesson 6</u> Lesson 12 of Autumn series Musicianship, pulse, beat and rhythm Developing reading rhythmic notations Cup Game (revise) Develop rhythmic composition with structure
Computing	Digital Citizenship (online safety) <u>Lesson 1</u> We, the Digital Citizens How can we be good digital citizens?	Digital Citizenship (online safety) <u>Lesson 2</u> That's Private! What kinds of information should I keep to myself when I use the internet?	Digital Citizenship (online safety) <u>Lesson 3</u> who's in your online community? How are we all a part of an online community?	Digital Citizenship (online safety) <u>Lesson 4</u> Device free moments Why is it important to have device free moments in our lives?	Digital Citizenship (online safety) <u>Lesson 5</u> Digital trails What information is OK for you to have in your digital footprint?	Digital Citizenship (online safety) <u>Lesson 6</u> Putting a stop to online meanness What should you do if someone is mean to you online?