Year 3 Medium Term Plan

Spring Term (2)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
English	Fiction:	Non-Fiction:		Fiction:	Fiction:		
	The Barnabus Project	The Barnabus Project		Leon and the Place			
(G)				Between			
000	Writing Outcome:	Writing Outcome:			Writing Outcome:		
	the perspective of characters find new homes. Include a description of the pets		Writing Outcome:		rite our own version of the story where a main		
			Write a letter to Leon to		jical world. Use the structure		
LEDNY	Barnabus, using the	and quotes from other custome	ers.	persuade him to enter	of Leon and the Place Between, substituting the main		
STATE AND DESCRIPTION OF THE PERSON NAMED IN	present perfect tense.			the box - or not.	character, magical place and events that happen inside. Include dialogue		
2-3-5					inside. Include didiogue		
Grammar I stick to the style of the I do no		I do not change my ideas or bunch different ideas within my		I stick to the style of the	My writing suggests insig	tht into character	
Grammar	genre.	paragraph.					
		paragraph.		genre.	development through describing how characters look, react, talk or behave.		
	VIE I					look, react, raik of behave.	
				The state of the s			
		All sentences are written in the	correct tense and I do not miss				
	I am starting to	words (proofread)		All sentences are written	I develop my ideas with some imaginative detail. Expanded noun phrases with prepositional phrases.		
	establish a viewpoint.			in the correct tense and			
				I do not miss words			
	200	8		(proofread)	R.S		
	All sentences are	Link the sentences in a nargara	nh using cohesive devices	(A)			
	written in the correct	t miss		I do not change my ideas of b		as or bunch ditterent ideas	
	tense and I do not miss				Link the sentences in a paragraph using cohesive devices		
	words (proofread)			Link the sentences in a			
	(A)						
		I use lots of adverbials of time, place and cause. Use and punctuate direct speech		<u> </u>	I can link the sentences in my paragraph using cohesive devices		
	Link the sentences in a						
	paragraph using						
	cohesive devices I stick to the style of the genre.						
	ENDS OF T	. 🙃			I am using commas for lists, subordinate clauses and		
	NE I			fronted adverbials.			
					(5)		
Reading	The Barnabus Project	Leon and the Place Between	Stage 1 and 2 - Healthy Eating	Being Active	Fossils	Mary Anning	
			Stage 3 - Nutrition			, ~	
Maths	<u>Place Value</u>	Multiplication and Division	1	Measurement (Length)		Fractions	
	count from 0 in multiples	Monipiedifori drid bivisiori				count up and down in tenths;	
	of 4, 8, 50 and 100; find 10		on and division facts for the 3, 4	 measure, compare, add and subtract: lengths 		recognise that tenths arise from	
	or 100 more or less than a given number	and 8 multiplication tables		(m / cm /mm		dividing an object into 10 equal parts and in dividing one-digit	
		write and calculate mather	ematical statements for			numbers or auantities by 10	
	recognise the place value of each digit in a three-	multiplication and division using the multiplication tables that					
	oi each aigii in a inree-						

	digit number (hundreds, tens, ones) read and write numbers up to 1000 in numerals and in words solve number problems and practical problems involving these ideas they know, including for two-digit numbers times one-digit numbers • 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					recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators add and subtract fractions with the same denominator within one whole [for example, 57 + 1/7 = 67] compare and order unit fractions and fractions with the same denominator solve problems that involve all of the above.	
RE	Creation and fall Lesson 1 Where does creation belong in the 'big story' of the Bible?		Creation and fall Lesson 2 What kind of world do Christian believe in? What do we mean by good?	Creation and fall Lesson 3 How have Christians interpreted 'looking after the world'?	Creation and fall Lesson 4 How do different Christians think about and look after the environment?	Creation and fall Lesson 5 What do Christians mean by 'The Fall'?	Creation and fall Lesson 6 What do many Christians learn from the stories of creation and the fall? Assessment
Science Block (3 Weeks)	Knowledge 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. 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. The children will also identify that humans and some other animals have skeletons and muscles for support, protection and movement.			Making systematic and	cap Skills Careful observations and		
					taking accurate measurements using standard units.		

Use straightforward scientific evidence to support their findings.

				Gathering, recording, classifying and presenting data to help answer questions.			
History Block	Knowledge			<u>Skills</u>			
(3 Weeks)	In this unit, children lead archeological discover about her life and ach of the role of women in discover that in the parachieve their potential Regis in the past, particularly in Lydrode and industry in Lydrode and indus	arn about Mary Anning, and the ries and why she is regarded of the second second to society and how this has chosts women had to overcome of the children will learn about cularly if you were poor, like Mayme Regis. They will choose to the past in more detail, this co	as a pioneer. In learning aden their understanding anged over time. They will obstacles in order to what life was like in Lyme ary. They will learn about research an aspect or	Skills To place events and historically significant individuals on a timeline using dates. To suggest suitable sources of evidence for historical enquiries. To use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. To describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. To suggest causes and consequences of some of the main events and changes in history in Lyme Regis and the life of Mary Anning. To explain how society and the role of women has changed over time. To begin to explain how and why scientific thought has changed over time. To compare my life with that of an individual in the past and describe some similarities and differences.			
PSHE	Healthy Me	Healthy Me	Healthy Me	Hawillan AA	Healthy Me		
PE (Indoor)	Lesson 1 -Being Fit and Healthy I understand how exercise affects my body and know why my heart and lungs are such important organs I can set myself a fitness challenge Dance Lesson 1 To create actions in response to a stimulus and	Lesson 2 - Being Fit and Healthy I know that the amount of calories, fat and sugar I put into my body will affect my health I know what it feels like to make a healthy choice Dance Lesson 2 To create actions to move in contact with a partner or interact	Lesson 3 - What Do I Know About Drugs? I can tell you my knowledge and attitude towards drugs I can identify how I feel towards drugs Dance Lesson 3 To select and link appropriate actions and dynamics to show	Healthy Me Lesson 4 - Being Safe I can identify things, people and places that I need to keep safe from I know some strategies for keeping myself safe, who to go to for help and how to call emergency services I can express how being anxious or scared feels Dance Lesson 4 To remember, repeat and create actions to represent	Lesson 5 - Safe or Unsafe I can identify when something feels safe or unsafe I can take responsibility for keeping myself and others safe Dance Lesson 5 To share ideas of actions and dynamics to create a dance	Healthy Me Lesson 6 - My Amazing Body I understand how complex my body is and how important it is to take care of it I respect my body and appreciate what it does for me Dance Lesson 6 To use choreographing ideas to develop our	
PE (Indoor)	Healthy I understand how exercise affects my body and know why my heart and lungs are such important organs I can set myself a fitness challenge Dance Lesson 1 To create actions in	I know that the amount of calories, fat and sugar I put into my body will affect my health I know what it feels like to make a healthy choice Dance Lesson 2 To create actions to move in	Drugs? I can tell you my knowledge and attitude towards drugs I can identify how I feel towards drugs Dance Lesson 3 To select and link appropriate	Lesson 4 - Being Safe I can identify things, people and places that I need to keep safe from I know some strategies for keeping myself safe, who to go to for help and how to call emergency services I can express how being anxious or scared feels Dance Lesson 4 To remember, repeat and	Lesson 5 - Safe or Unsafe I can identify when something feels safe or unsafe I can take responsibility for keeping myself and others safe Dance Lesson 5 To share ideas of actions and	Lesson 6 - My Amazing Body I understand how complex my body is and how important it is to take care of it I respect my body and appreciate what it does for me Dance Lesson 6 To use choreographing	

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