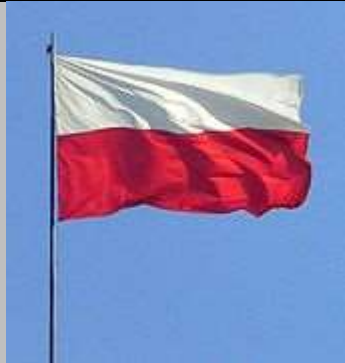



Year 3 Medium Term Plan

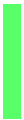




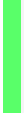
Spring Term (1)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English 	Non-Fiction: Writing to persuade The Boy who grew Dragons <u>Writing Outcome:</u> Children will be writing a letter to Mrs Sterck persuading her to let us hatch the class dragon eggs. I stick to the style of the genre. I do not change my ideas or bunch different ideas within my paragraph. (non-fiction and in narrative for a new location in story) I can link the sentences in my paragraph using cohesive devices 	Non-Fiction: writing to explain The Boy Who grew Dragons <u>Writing Outcome:</u> Children to write an explanation text how to tame a dragon I stick to the style of the genre. I do not change my ideas or bunch different ideas within my paragraph. (non-fiction and in narrative for a new location in story) I can link the sentences in my paragraph using cohesive devices 	Non-Fiction: writing to explain The Boy Who grew Dragons <u>Writing Outcome:</u> Children to write an explanation text how to tame a dragon. I stick to the style of the genre. I do not change my ideas or bunch different ideas within my paragraph. (non-fiction and in narrative for a new location in story) I can link the sentences in my paragraph using cohesive devices 	Fiction: Character description The Boy Who grew Dragons <u>Writing Outcome</u> Children write a description of a dragon using effective vocabulary. Creating a Wanted Poster. I use lots of relevant and imaginative vocabulary and I use noun phrases, e.g. a loud wailing sound I can use detail to clarify information. 	Fiction: Setting description The Boy who grew Dragons –and mountains <u>Writing Outcome:</u> Children write a setting description based on the book, using the four senses and effective vocabulary. I use lots of relevant and imaginative vocabulary and I use noun phrases, e.g. a loud wailing sound I can use detail to clarify information. 	Fiction: writing to entertain (descriptive writing) The Boy who grew Dragons <u>Writing Outcome:</u> Children to write their own story opening based on the book. I use lots of relevant and imaginative vocabulary and I use noun phrases, e.g. a loud wailing sound I can use detail to clarify information.
Grammar	I am starting using commas for lists, subordinate clauses and fronted adverbials. 	I am starting using commas for lists, subordinate clauses and fronted adverbials. 	I am starting using commas for lists, subordinate clauses and fronted adverbials. I use lots of adverbials of time, place and cause. 	SPAG starters (will help to achieve using conjunctions, adverbs, preposition for cause and time depending on genre) Use I-space display in classroom to aid children. 	SPAG starters (will help to achieve using conjunctions, adverbs, preposition for cause and time depending on genre) Use I-space display in classroom to aid children. 	SPAG starters (will help to achieve using conjunctions, adverbs, preposition for cause and time depending on genre) Use I-space display in classroom to aid children.
Reading	Non-fiction Group 1- Types of Rock Group 2 - Komodo Dragons	Non-fiction Group 1- Bessie Coleman Group 2-Parts of a plant	Non-fiction	Non-fiction	Poetry	Poetry

	Group 3 - Pink phase activities -Bix can fix it	Group 3 -Doc's Job - Pink phase activities				
Maths	<u>Addition and subtraction</u> add and subtract numbers mentally, including: –a three-digit number and ones –a three-digit number and tens –a three-digit number and hundreds add and subtract numbers with up to three digits, using a formal written method	<u>Addition and subtraction</u> - estimate the answer to a calculation and use inverse operations to check answers - solve problems , including missing number problems, using number facts, place value, and more complex addition and subtraction	<u>Geometry</u> - draw 2-D shapes, identify horizontal and vertical lines and pairs of perpendicular and parallel lines. - measure the perimeter of simple 2-D shapes. - make 3-D shapes using modelling materials; recognize 3-D shapes in different orientations and describe them	<u>Measurement (time)</u> - tell and write the time from an analogue clock, including using Roman numerals from I to XII and 12-hour and 24-hour clocks	<u>Measurement (time)</u> -estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m. / p.m., morning, afternoon, noon and midnight -know the number of seconds in a minute and the number of days in each month, year and leap year - compare durations of events, [for example, to calculate the time taken by particular events or tasks]	
RE						Assessment
Geography Block What different environments does Poland have? (3 Weeks)	<u>Locational knowledge:</u> To know where the UK is located and where I live and the names of nearby countries. To describe where Poland is located on a map. To know on which continent Poland is To locate the neighbouring countries of Poland. <u>Place knowledge:</u> To understand the physical and human geography of the UK and its contrasting human and physical environments. I can explain why some regions in the UK are different to each other To be able to describe and compare similarities and differences between Poland and the UK <u>Geography skills:</u> To be able to use the atlas to locate some countries and cities in Europe. To be able to use the atlas to locate some urban areas.					

<p>Art Block</p> <p>Skills Drawing and Painting Jessi Raulet Contemporary/ abstract - Link with dragon eyes</p> <p>(3 Weeks)</p>			<p>ART Block one: Becoming an independent artist To be able to find a suitable surface to work on To be able to take responsibility for preparing, organising and clearing away areas of paint</p> <p>Skill Drawing To be able to use different types of lead pencils to scribble, shade (hatch and cross hatch) dot, dash, circle, spiral To be able to use pressure to create hard and soft lines. To be able to use soft lines to plan a drawing To be able to block colour by applying pencil strokes in the same direction To control depth by applying different pressures on the pencil tip. (colour pencils) To be able to plan and use different pressures to produce a picture working from light to dark.</p> <p>Skill Painting: To be able to select the brush size and type depending on the task. To be able to mix and match colours for a purpose. To be able to mix the thickness of paint for different purposes. Eg. thin wash for background and thick wash for foreground</p> <p>Sketchbook: Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas</p>
---	---	--	---

<p>PSHE</p>	<p>Dreams and Goals Lesson 1 I can tell you about a person who has faced difficult challenges and achieved success</p>	<p>Dreams and Goals Lesson 2 I can identify a dream/ambition that is important to me</p>	<p>Dreams and Goals Lesson 3 I enjoy facing new learning challenges and working out the best ways for me to achieve them</p>	<p>Dreams and Goals Lesson 4 I can be motivated and enthusiastic about achieving our new challenge</p>	<p>Dreams and Goals Lesson 5 I can recognise obstacles which might hinder my achievement and take steps to overcome them</p>	<p>Dreams and Goals Lesson 6 I can evaluate my own learning process and identify how it can be better next time</p>
<p>PE (Indoor)</p>	<p>Gymnastics <u>Lesson 1</u> To be able to create interesting point and patch balances.</p>	<p>Gymnastics <u>Lesson 2</u> To develop stepping into shape jumps with control.</p>	<p>Gymnastics <u>Lesson 3</u> To develop the straight, barrel, and forward roll.</p>	<p>Gymnastics <u>Lesson 4</u> To be able to transition smoothly into and out of balances.</p>	<p>Gymnastics <u>Lesson 5</u> To create a sequence with matching and contrasting actions and shapes.</p>	<p>Gymnastics <u>Lesson 6</u> To create a partner sequence using the skills I have learnt and including a hoop.</p>
<p>PE (Outdoor)</p>	<p>Basketball <u>Lesson 1</u> To develop the attacking skill of dribbling</p>	<p>Basketball <u>Lesson 2</u> To protect the ball when dribbling against an opponent</p>	<p>Basketball <u>Lesson 3</u> To develop passing and begin to recognise when to use different skills</p>	<p>Basketball <u>Lesson 4</u> To use defending skills to delay an opponent and gain possession</p>	<p>Basketball <u>Lesson 5</u> To develop technique in the attacking skills of shooting</p>	<p>Basketball <u>Lesson 6</u> To apply skills and knowledge to compete in a tournament.</p>
<p>French</p>	<p><u>Lesson 1</u> Children will learn some key classroom instructions</p> <p>Introduction to the 'é' sound in -ez commands</p>	<p><u>Lesson 2</u> To learn 9 new nouns - animals - (with the indefinite article)</p> <p>un chat (a cat) un chien (a dog) un poisson (a fish)</p>	<p><u>Lesson 3</u> To learn how to make nouns plural in French</p> <p>9 animals - plurals Nouns as above with 's' (or nothing, or '(au)'x' added).</p>	<p><u>Lesson 4</u> To learn how to say 'a' and 'some', and change to 'the'.</p> <p>9 animals - articles Articles change: un, une, des, le, la, les</p>	<p><u>Lesson 5</u> To learn the adjectives of colour</p> <p>Colours bleu (blue), rouge (red), blanc (white), noir (black), vert</p>	<p><u>Lesson 6</u> To listen and read along</p> <p>Brown bear story</p>

		un oiseau (a bird) un canard (a duck) un cheval (a horse) un mouton (a sheep) un ours (a bear) une grenouille (a frog)			(green), jaune (yellow), marron (brown), violet (purple), orange, gris (grey)	
Music Recorders	Lesson 6: Recorders Learning Outcomes: Notes: B, A, G, C Piece: Mr Cool Pitch and rhythmic notation	Lesson 7: Recorders Learning Outcomes: Notes: B, A, G, C Piece: Curtain Raiser Pitch and rhythmic notation	Lesson 8: Recorders Learning Outcomes: Notes: B, A, G, C, D Piece: Five Jive Pitch and rhythmic notation Swing Rhythms	Lesson 9: Recorders Learning Outcomes: Notes: B, A, G, C, D Piece: Five Jive Pitch and rhythmic notation Swing Rhythms Improvisation	Lesson 10: Recorders Learning Outcomes: To prepare for a recorder performance	
Computing	Programming - sequencing sounds Lesson 1  Lesson 1 Introduction to Scratch	Programming - sequencing sounds Lesson 2  Lesson 2 Programming sprites	Programming - sequencing sounds Lesson 3  Lesson 3 Sequences	Programming - sequencing sounds Lesson 4  Lesson 4 Ordering commands	Programming - sequencing sounds Lesson 5  Lesson 5 Looking good	Programming - sequencing sounds Lesson 6  Lesson 6 Making an instrument