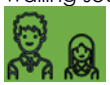
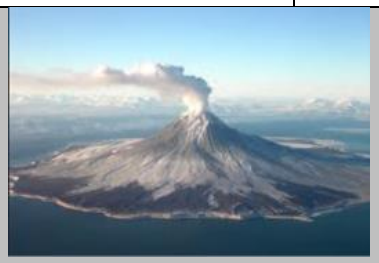
Year 3 Medium Term Plan

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- Pip and Pap groups Group 2 - Komodo Dragons Group 3 -Bessie Colemon	Non-fiction Group 1- Pip and Pap groups Group 2-Parts of a plant Group 3 - TBC	Non-fiction Group 1- Pip and Pap groups Group 2 - Exploring the moon Group3- Habitat Loss	Non-fiction Group 1- Pip and Pap groups Group 2 - I am a dragon Group 3 -The Kraken	Poetry Group 1-Pip and Pap groups Group 2 - the rockpool crab Group 3 Why do dragons make good pets?-	Poetry Group 1- Pip and Pap groups Group 2 - TBC Group 3 -Fairy Lake
Maths	<u>Fractions</u> - To count in fractions on a number line - To consider equivalent fractions	<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 **Hinduism** exploring the question: Why do Hindus want to collect good <u>Karma</u> ?	**ENGAGE** with the idea of 'karma' through a game	**ENQUIRE** into why karma is important to Hindus	**EXPLORE** Hindu ideas of Karma and Samsara through Hindu story and text	**EXPLORE** ways Hindus encourage good'karma' through Hindu Community Action and Hindu daily life	**EVALUATE** our RE learning about how karma impacts on a Hindu's life	**EXPRESS** our RE learning about Karma so it can be shared with others
Geography Block Mountains and volcanos **(3 Weeks)**	In **Geography**, we will learn that tectonic plates create movement on the Earth's surface which creates different landforms **<u>Knowledge</u>** To begin to understand how ice, snow and rain shape a mountain To identify and name a number of famous mountains To have an initial understanding how mountains are formed To identify types of volcanoes To know the names of different volcanoes To name some features of volcanoes To be aware of the role of tectonic plates in creating volcanoes **<u>Place knowledge</u>** To begin to understand why some people live near a volcano To recount some factual information about the impact a volcano can have on people's lives. **<u>Geography skills:</u>** To be able to show where mountains are on an atlas using their knowledge of To use four and six figure grid references.					

Art Block **Skills Drawing and Painting** **Jessi Raulet** **Contemporary/ abstract** **(3 Weeks)**				**<u>ART Block one</u>:** 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 **<u>Skill Drawing</u>** 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 pictures working from light to dark. **<u>Skill Painting</u>**: 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 back ground and thick wash for foreground **<u>Sketchbook:</u>** Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas		
PSHE **My Happy Mind** **Appreciate**	We are learning what appreciation means .We are learning why gratitude is important	We are learning how to develop an Attitude of Gratitude We are learning how it feels to give and receive gratitude	We are learning how to continue to think about Gratitude and build our habit. We are learning which hormone gets released when we give or receive Gratitude	We are learning how to appreciate ourselves. We are learning about how we can use our Character Strengths to appreciate ourselves	Assessment	
PE (Indoor)	**Gymnastics** <u>Lesson 1</u> To be able to create interesting point and patch balances.	**Gymnastics** <u>Lesson 2</u> To develop stepping into shape jumps with control.	**Gymnastics** <u>Lesson 3</u> To develop the straight, barrel, and forward roll.	**Gymnastics** <u>Lesson 4</u> To be able to transition smoothly into and out of balances.	**Gymnastics** <u>Lesson 5</u> To create a sequence with matching and contrasting actions and shapes.	**Gymnastics** <u>Lesson 6</u> To create a partner sequence using the skills I have learnt and including a hoop.
PE (Outdoor)	**Basketball** <u>Lesson 1</u> To develop the attacking skill of dribbling	**Basketball** <u>Lesson 2</u> To protect the ball when dribbling against an opponent	**Basketball** <u>Lesson 3</u> To develop passing and begin to recognise when to use different skills	**Basketball** <u>Lesson 4</u> To use defending skills to delay an opponent and gain possession	**Basketball** <u>Lesson 5</u> To develop technique in the attacking skills of shooting	**Basketball** <u>Lesson 6</u> Tp apply skills and knowledge to compete in a tournament.
French	<u>Lesson 1</u> Children will learn some key classroom instructions Introduction to the 'é' sound in -ez commands	<u>Lesson 2</u> To learn 9 new nouns - animals - (with the indefinite article) un chat (a cat) un chien (a dog) un poisson (a fish) un oiseau (a bird) un canard (a duck)	<u>Lesson 3</u> To learn how to make nouns plural in French 9 animals - plurals Nouns as above with 's' (or nothing, or '(au)x' added).	<u>Lesson 4</u> To learn how to say 'a' and 'some', and change to 'the'. 9 animals - articles Articles change: un, une, des, le, la, les	<u>Lesson 5</u> To learn the adjectives of colour Colours bleu (blue), rouge(red), blanc (white), noir (black), vert (green), jaune (yellow),	<u>Lesson 6</u> To listen and read along Brown bear story

		un cheval (a horse) un mouton (a sheep) un ours (a bear) une grenouille (a frog)			marron (brown), violet (purple), orange, gris (grey)	
Music **Recorders**	**Recorders** How to hold and blow recorder Note B Piece B Groovy	**Recorders** How to hold and blow recorder Notes: B & A Piece: B A Dood	**Recorders** Notes: B, A, G Piece: Hot Cross Buns Rhythmic notation	**Recorders** Notes: B, A, G Piece: Hot Cross Buns, Pineapple Punch Rhythmic notation	**Recorders** Notes: B, A, G, C Piece: Mr Cool Pitch and rhythmic notation	**Recorders** Notes: B, A, G, C Piece: Curtain Raiser Pitch and rhythmic notation
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