

Year 3 Medium Term Plan

Summer Term (2)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English 	<u>Non-Fiction:</u> Sky Song by Abi Elphinstone <u>Writing Outcome:</u> (Week 1 - immersion of the text, learning about the setting and characters). An informal Thank You letter from Eska to Flint thanking Flint for helping her escape the Palace.		<u>Non-Fiction:</u> Sky Song by Abi Elphinstone <u>Writing outcome:</u> Write part of the story including a dialogue between Tomkin, Flint and Eska		<u>Fiction:</u> Sky Song by Abi Elphinstone <u>Writing outcome:</u> Write an information leaflet about Polar bears.		
Grammar	 I use lots of relevant and imaginative vocabulary and I use noun phrases,  I stick to the style of the genre.  I am starting to establish a viewpoint.  I do not change my ideas or bunch different ideas within my paragraph. Link the sentences in a paragraph using cohesive devices		 Using and punctuating direct speech (embedding) (start varying speech sentences)  I use lots of relevant and imaginative vocabulary and I use noun phrases  I can include details to add an element of humour, surprise or suspense.  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.		 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 		

	  I make sure that all my sentences are written in the correct tense and I do not miss words Use commas for lists, subordinate clauses and fronted adverbials.				 Use commas for lists, subordinate clauses and fronted adverbials.  I can use detail to clarify information.		
Reading	Text linked to France	The Snow Queen. The Tundra/ Inuit people	Animals in the Arctic Save the Polar Bears	Text linked to English -Sky Song-narrative	Text linked to English - Sky Song-narrative	Poetry	
Maths	<u>Geometry: Shape</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 modeling materials; recognize 3-D shapes in different orientations and describe them Recap angles, including right angles and turns Identify horizontal and vertical lines and pairs of perpendicular and parallel lines		Assessment Week Week 3	<u>Multiplication and Division</u> Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods (GRID METHOD) Solve problems, including missing number problems, involving multiplication and division; solve positive integer scaling problems and correspondence problems in which n objects are connected to m objects.		<u>Fractions</u> Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators Solve problems that involve all of the above. 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, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$]	

					Compare and order unit fractions and fractions with the same denominator.	
RE Is the cross a symbol of love, sacrifice or commitment for Christians?	Lesson 1 – What is sacrifice?  Learning Objective: To be able to understand and explain what sacrifice means. Success Criteria: - I can explain what the word sacrifice means. - I can give an example of a sacrifice. - I can explain why some sacrifices are admired	Lesson 2 – What do we value and give up?  Learning Objective: To be able to reflect on things we value and what we might sacrifice. Success Criteria: - I can identify something important to me. - I can explain whether I would give it up. - I can link sacrifice to love.	Lesson 3 – Why is the cross important to Christians?  Learning Objective: To be able to describe why the cross is important to Christians. Success Criteria: - I can recognise the cross as a Christian symbol. - I can explain how the cross links to Jesus. - I can describe how it represents love and sacrifice.	Lesson 4 – What do Christians believe about Jesus' sacrifice?  Learning Objective: To be able to retell the events of Holy Week. Success Criteria: - I can retell key events of Holy Week. - I can explain what Christians believe about Jesus' death. - I can describe Christian feelings about the cross.	Lesson 5 – How do Christians use the cross today?  Learning Objective: To be able to describe different ways Christians use the cross.- Focus El Salvador cross. Success Criteria: - I can describe different crosses. - I can explain how crosses show Christian identity. - I can recognise Christians live around the world.	Lesson 6 – Love, sacrifice or commitment?  Learning Objective: To be able to answer the big question using evidence. Success Criteria: - I can explain how the cross shows love. - I can explain how it shows sacrifice. - I can explain how it shows commitment.
Science Block (1 week)	Knowledge The children will: - Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers - Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. - Investigate the way in which water is transported within plants. - Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.			Skills Asking relevant questions and using different types of scientific enquiries to answer them Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment Setting up simple practical enquiries, comparative and fair tests Gathering, recording, classifying and presenting data in a variety of ways to help in answering		

		Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables Using straightforward scientific evidence to answer questions or to support their findings. Using results to draw simple conclusions, make predictions for new values, suggest improvements and ask further questions Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
Geography Block (3 Weeks)	<u>Knowledge</u> What different environments does France have? The children will learn to: - To describe and understand key aspects of physical geography in France, including mountains, rivers, and coastlines. - To describe and understand key aspects of physical geography in France, focusing on climate zones and environmental regions. - To describe and understand key aspects of human geography in France, including types of settlement, land use, and major urban areas. - To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in France. - To communicate geographical information about the environments of France, including physical and human features, using maps, diagrams, and written accounts.	<u>Skills</u> <u>Human and physical geography:</u> <u>Geography skills:</u> - To locate the United Kingdom and France on a map of Europe, identifying their position in relation to each other and the continent of Europe. - To name and locate counties and cities of the United Kingdom, and major cities in France, using maps and atlases. - To locate and name a range of European countries, focusing on France's neighbours, using maps and atlases. <u>Fieldwork:</u> To be able to make a map of a short route with features in the correct place
Art Block (3 Weeks)	<u>Knowledge</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 To plan for texture, contrast and colour in printing. To create different textures, using a variety of medium. Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas. Lesson 1 - To understand the history of monoprinting and to respond to examples of monoprinting Lesson 2 - To be able to use different printing skills Lesson 3 - To use techniques like another artist to prepare for printing (Alicia Breakspear) Lesson 4 - To experiment with 5 different printing techniques Lesson 5 - To evaluate the skills learnt. Lesson 6 - To make links between designs	<u>Skills</u> <u>Collage and Printing</u> To be able to use overlapping and overlaying skills when creating a collage To be able to develop an awareness of contrast and texture and colour. To explore images through mono printing

	Lesson 7 - To create a set of prints that have something in common. Lesson 8 - To evaluate and reflect					
My Happy Mind	Community We will explore what makes up our community, we will discuss how people contribute to our communities and the benefits of living in a diverse community.	Shared responsibilities We will explore how to care for people, animals and the environment. We will practice talking about our ideas and respecting different opinions.			Ourselves (Growing and Changing) We will identify how change will affect our feelings. We will explore ways to express and manage grief when someone we care about passes away.	Transition We will celebrate amazing things we have achieved this year and to prepare for the move to our new school.
PE (Coach)	Athletics <u>Lesson 1</u> To develop... the sprinting technique and improve on your personal best	Athletics <u>Lesson 2</u> To develop...changeover technique in relay events.	Athletics <u>Lesson 3</u> To develop... jumping technique in a range of approaches and take off positions.	Athletics <u>Lesson 4</u> To develop... throwing for distance and accuracy.	Athletics <u>Lesson 5</u> To develop... throwing for distance in a pull throw.	Athletics <u>Lesson 6</u> To develop... throwing for distance and performance.
PE (Teacher)	Striking and Fielding <u>Lesson 1</u> To learn how to score points in a striking and fielding game.	Striking and Fielding <u>Lesson 2</u> To develop batting to score points.	Striking and Fielding <u>Lesson 3</u> To develop fielding skills to limit the batter's score.	Striking and Fielding <u>Lesson 4</u> To understand the role of a bowler in the fielding team.	Striking and Fielding <u>Lesson 5</u> To understand the role of a bowler in the fielding team.	Striking and Fielding <u>Lesson 6</u> To apply knowledge of rules in games using the rules.
French	<u>Lesson 1</u> To learn nouns for different fruit	<u>Lesson 2</u> To learn the names of the days of the week	<u>Lesson 3</u> To learn food nouns from the Hungry Caterpillar story	<u>Lesson 4</u> To use knowledge of colours to create a butterfly	<u>Lesson 5</u> To learn some words for snacks	<u>Lesson 6</u> To ask 'What do you want?' and 'I want'

Music	<u>Lesson 1, part 1: Rock and Roll</u> • To understand some basic facts about Rock and Roll music.	<u>Lesson 1, part 2: Rock and Roll</u> • To learn to hand jive and perform it in time.	<u>Lesson 2: Rock and Roll</u> • To learn to sing Rock around the Clock • To be able to identify the 12 bar blues changes	<u>Lesson 3: Rock and Roll</u> To learn to play the 12 bar blues pattern on glockenspiels	<u>Lesson 4: Rock and Roll</u> To learn to improvise with 3 notes in a swing rhythm	<u>Lesson 5: Rock and Roll</u> To create a class performance of Rock around the Clock
Computing Programming B - events and actions in programs	L1 - Moving a sprite	L2 - maze movement	L3 - drawing lines	L4 - adding features	L5 - debugging	L6 - making a game