

Year: 3 / Spring 1 Medium Term Plan

	Week 1 06/01/20	Week 2 13/01/20	Week 3 20/01/20	Week 4 27/01/20	Week 5 03/02/20	Week 6 10/02/20
Themed Week						
Events	<ul style="list-style-type: none"> ❑ 6th-16th Jan: Y4 Swimming 2-3pm 	<ul style="list-style-type: none"> ❑ 6th-16th Jan: Y4 Swimming 2-3pm ❑ Year 6 Arvon Residential 	<ul style="list-style-type: none"> ❑ Parents Evening & Consultation Day 2pm - 7:30pm 	<ul style="list-style-type: none"> ❑ Y1 Forest Visits ❑ Suffolk Reading Tests - Yr 5 and 6 ❑ Y4 visit Tate Britain ❑ Yr R Workshop 3 with CC: Maths ❑ Y6 Parents SATs meeting 	<ul style="list-style-type: none"> ❑ Y2/Y6 Assessment Week ❑ Yr R Forest Visits 	<ul style="list-style-type: none"> ❑ Yr R/Y1 Assessment Week ❑ Safer Internet Day 11th Feb ❑ Y2 Science Museum Visit 11th Feb
Reading	Unit 3: Narrative A tale of Two Robots Reading progress: explore the central themes and ideas.	Unit 3: Narrative A tale of Two Robots Reading progress: devise questions for the main character and answer in role	Unit 3: Narrative A tale of Two Robots Reading progress: devise questions for the main character and answer in role	Unit 3: Discussion Texts Nose in a Book or Eyes on the Game? How long Should Break Be? (a playscript) Reading progress: pull out points for and against	Unit 3: Discussion Texts How long Should Break Be? (a playscript) Reading progress: pull out points for and against	Revision Week Quizzes
Writing	Write the next episode to the story	Write a letter of complaint from Callum's view point	Write a letter of complaint from Shannon's view point	Create a for and against table using the PEEL structure	Write a discussion text about whether break times are too short	Revision Week Timed Short Writing Quizzes
Grammar & Punctuation	Revise use of inverted commas and new line for new speakers.	Possessive apostrophe with singular and plural words	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition, (e.g. Sam got on his bike. He wanted to go to the park.)	Adverbs with -ly endings to turn adjectives into adverbs.	Adverbs expressing time, place and cause (e.g. then, next, soon, therefore)	Revision Week Topic specific Quizzes
Spelling & H-writing	Unit 1: Adding the suffix - 'dis and in'	Unit 2: Adding 'im' to the root words beginning with m or p	Special Focus 1: Special focus - orange words	Unit 3: Adding suffix 'ous'	Unit 4: Adding suffix - ly	Unit 5: Adding the suffix - 'dis and in'
Maths	Number: Multiplication and Division		Measure: Money		Statistics	
	Develop reliable written methods for multiplication and division, starting with calculations of two-digit numbers by one-digit numbers and progressing to the formal written methods of short multiplication and division.		Add and subtract amounts of money to give change, using both £ and p in practical contexts Become fluent in recognising the value of coins, by adding and subtracting amounts, including mixed units, and giving change using manageable amounts. They record £ and p separately.		Children will build on prior understanding of pictograms from Year 2. They continue to read interpret information from pictograms, make comparisons and ask questions about data. It is important that children understand the value of each symbol and used and what it means when half a symbol is used.	

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	Recall and use multiplication and division facts for the 7, 12 multiplication tables. Solve simple problems in contexts, deciding which of the four operations to use and why. These include measuring and scaling contexts		Introduce the decimal recording of money		Children draw bar charts from information given in pictograms and tables. They interpret information from bar charts and answer questions relating to data. Children read and interpret bar charts with scales of 1,2,5 and 10 they decide which scale will be the most appropriate when drawing their own bar charts.	
History	Use research skills to find out key facts about Roman Britain and formulate questions for research	Put events in order (chronology)	Primary sources Use historical phrases (in the past...) whilst writing about events in Roman Britain - how did they change the way people in Britain lived?	Primary sources Focus on what the Romans did for Britain and how that is relevant to how we live now (legacy). Link to language and place names.	To use secondary sources as a tool for historical questioning through histories and encyclopaedias	
Geography						
Art & Design	To discuss and pull out the features of Vincent Van Gogh's self portrait- discuss texture, depth, blending and bold brushstrokes- ensure pupils have chosen their colour pallet for their self portraits		To start a self portrait- using graphite technique and select collage material for layering texture	To create another later using oil pastels and acrylic paint	To include more detail to complete portrait	Review and evaluate own work and others'.
DT						
Music	Introduction to Flutophone - correct posture, embouchure and air pressure	Learn to play B, call and response. Consolidate with writing own rhythms using B.	Recognising B on the stave, and reading music containing whole, half, quarter and eighth notes.	Learning to play A, call and response. Writing own rhythms using A	Recognising B and A on the stave and reading music containing whole, half, quarter and eighth notes.	
PSHE	Life Boxes I can tell you about myself and the experiences I have had in my life so far.	Dreams and Goals I can tell you about a person who has faced challenges and achieved success I respect/admire people who overcome obstacles and achieve their dreams/goals	A New Challenge I enjoy facing learning challenges, working out the best ways to achieve them I can break down a goal into steps and know how others could help me to achieve it	Our New Challenge I am motivated and enthusiastic about achieving our new challenge I know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge	Obstacles I can recognise obstacles which might hinder my achievement and can take steps to overcome them I can manage feelings of frustration that may arise when obstacles occur	
RE	What stories, sayings and events have really made us stop and think?	What is the challenge in the story of the Pharisee and the tax collector?	Why do some of Jesus' sayings still make people stop & think today?	How does Jesus' story of the widow's mite make us think?	RE end of term assessment	

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Spanish	<p>Theme: Food / La comida</p> <p>New Target Language:</p> <p>-Ask: What would you like to eat / drink? ¿que quieres para comer /beber?</p> <p>-Reply: I want... Quiero...</p> <p>-Phonetics focus: /f/ Core story: Ketchup on your cornflakes /ketchup sobre tus copos de maiz</p>	<p>New Target Language:</p> <p>-Food vocabulary</p> <p>-I like / I don't like Me gusta / no me gusta</p> <p>Phonetics focus: /d/</p>	<p>New Target Language:</p> <p>-Drinks Vocabulary</p> <p>Here's the menu... aqui esta la carta...</p> <p>Phonetics focus: /c/</p>	<p>New Target language:</p> <p>-Teen numbers once, doce, trece, cuatorce, quince, dieciseis, diecisiete, dieciocho, diecinueve, veinte</p> <p>-Counting in 10s to 100</p> <p>Phonetics focus: //l/</p>	<p>Writing task:</p> <p>Language Passport 3 combining Target language from this half term</p>	<p>Culture focus:</p> <p>Iconic Spanish Food: Paella</p> <p>Including a selection of sensory adjectives eg. Dulce, jugosa</p>
Computing	<p><u>Be Internet Legends Think Before You Share</u></p> <p>Students will learn what having a positive digital footprint means and learn how they can start to build a positive digital footprint.</p> <p>Interland: Mindful Mountain</p>	<p><u>Be Internet Legends Check it's for Real</u></p> <p>It's important for children to understand that online content isn't always honest or reliable, and is sometimes even deliberately designed to steal personal information.</p> <p>Students will learn about different online scams including what 'phishing' means.</p> <p>Interland: Reality River</p>	<p><u>Be Internet Legends Protect Your Stuff</u></p> <p>Students will learn to understand the importance of protecting their personal information online and be aware that the information they put online is not necessarily safe and/or private. They will look at ways of securing their information online, and asking for help if they are concerned about their own or others' online safety.</p> <p>Interland: Tower of Treasure</p>	<p><u>Be Internet Legends Respect Each Other</u></p> <p>Students will learn how to develop respectful, empathetic and healthy online relationships. Ways to manage and respond in a healthy and safe way to hurtful online behaviour.</p> <p>Interland: Kind Kingdom</p>	<p><u>Be Internet Legends</u></p> <p>An overview of all four strands and complete an end of unit assessment</p> <p>Students to complete a quiz using Google Forms.</p>	
Science	<p>To revise and recall learning about forces and magnets.</p> <p>To finish making fridge magnets.</p>	<p>To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers by labelling the parts of a plant.</p>	<p>To explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) by investigating what plants need to grow well.</p>	<p>To report on findings from enquiries, including oral and written explanations and presentations of results and conclusions by presenting findings to the class.</p>	<p>To investigate the way in which water is transported within plants by observing the transport of food colouring through a flower stem.</p>	<p>To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal by understanding pollination and fertilisation.</p>
PE	<p>Tennis</p> <p>Activity - Rules of tennis, points system and how to play the game.</p>	<p>Tennis</p> <p>Activity - Rules of tennis, points system and how to play the game.</p>	<p>Tennis</p> <p>Activity - Forehand Technique (how to hit a forehand)</p>	<p>Tennis</p> <p>Activity - Backhand technique (how to hit a backhand)</p>	<p>Tennis</p> <p>Activity - Rallies using forehand and backhand passing shots</p>	<p>Tennis</p> <p>Activity - Serving. How to hit a overarm and underarm serve</p>