

Year: 3 / Spring 2 Medium Term Plan

	Week 1 24/02/20	Week 2 02/03/20	Week 3 09/03/20	Week 4 16/03/20	Week 5 23/03/20	Week 6 30/03/20
Themed Week		International Women's Week				
Events	<input type="checkbox"/> Yr 1/3/4/5 Assessment Week	<input type="checkbox"/> World Book Day 5th March <input type="checkbox"/> Y R Core Book Day AND Parent workshop 4 - Reading 5th March	<input type="checkbox"/> Y2 SATs procedures parent meeting 12th March <input type="checkbox"/>	<input type="checkbox"/> Y2 & Y6 Mock Week <input type="checkbox"/> Fairplay House - Y5 <input type="checkbox"/> Mum's Morning 20th March	<input type="checkbox"/> Y 3/4/5 Parents Assembly <input type="checkbox"/> 6pm 28th March - 10am 29th March Y4 Sleepover	<input type="checkbox"/> Easter Egg Hunt 31st March
Reading		Unit 4: Poetry Water-cycle Reading progress: identify poetic devices	Unit 4: Poetry Water-cycle Reading progress: explore and discuss key features of different types of poems	Unit 4: Explanations Where does water come from? Reading progress: explore the features of explanations	Unit 4: Explanations Where does water come from? Reading progress: explore different types of explanations	Unit 4: Explanations Where does water come from? Reading progress: explore the features of explanons
Writing		Write a poem about a water-cycle	Build on writing a poem about a water-cycle	Research and note-take on a phenomena	Write an explanation text about a phenomena	Write an explanation text about a phenomena with creative elements e.g. quotes, glossary
Grammar & Punctuation		Clauses A clause is a group of words which includes a verb.	Subordinating A subordinate clause helps to give more meaning to a main clause.	Subordinating conjunctions (nevertheless, despite, contrary to, as well as) at the beginning of a sentence as well as in the middle.	Modal verbs e.g. could/ would/ must/ will/ should	Commas after fronted adverbials (e.g. Before the sun came up, he ate his breakfast.)
Spelling & H-writing		Unit 6: Adding - ation to verbs to form nouns	Unit 7: Words with c sound spelt ch	Unit 8: Words with the sh sound spelt ch	Special focus 3: The short i sound spelt y	Unit 9: Adding the suffix -ion
Maths		Measure: Length and perimeter Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) Measure the perimeter of simple 2-D shapes		Number: Fractions Children recap their understanding on unit and non-unit fractions from Year 2. They explain differences between a unit and a non unit fraction. Children look at unit and non-unit fractions of shapes and amounts. Children begin with counting up or down in fractions to make the link with the whole. They look at the whole of the shape and quantities and see that when a fraction is equivalent to a whole, the numerator and the denominator are the same.		

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				Children explore what a tenth is. They recognise that tenths arise from dividing one object into ten equal parts. Children represent tenths in different ways and use words and fractions to describe them. For example one tenth and 1/10.		
History						
Geography		Definition and sorting of man-made and not man-made and the understanding of the geographical terms, physical and human features	Compare the physical and human features of an urban and rural area.	STRATFORD and EAST HAM Local Field work- photographing and identifying physical and human features	Atlas skills Locating Continents and some key countries	Atlas skills Locating key Countries and their capital cities
Art & Design						
DT		Making a Photo frame 1 Investigate free standing items to develop ideas	Children to construct initial frame and begin to think about the different ways we could use card to support the frame standing up.	Children to improve frame by creating structure to make frame free standing.	Evaluate frame	Designing and making pizza Evaluate pizza
Music		Learning G, using Call and Response and developing aural skills, rhythmic dictation	Emphasis on fine motor skills - B-A, A-G, B-G, B-A-G.	Writing own piece using these three notes, and all the note values.	BAG reading - combining recognizing note names and note values - Merrily We Roll	Melodic Dictation - Hot Cross Buns (Recognizing repetition; half, quarter and eighth notes, and pitch)
PSHE		Being Fit and Healthy I understand how exercise affects my body and why my heart and lungs are important organs I can set myself a fitness challenge	Being Fit and Healthy I understand how exercise affects my body and why my heart and lungs are important organs I can set myself a fitness challenge What Do I know about Drugs? I can tell you my knowledge of and attitude towards drugs	Being Safe I can identify things, people and places that I need to keep safe from and can tell you strategies for staying safe and who to go to for help I can express how being anxious or scared feels	Being Safe at Home I understand that household substances and medicines can be harmful if not used correctly I can take responsibility for keeping others and myself safe at home	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 what it does for me
RE		Who is the Buddha? What stories did the Buddha tell?	What stories, sayings and events can we use to make other people think?	Who do we think 'goodies' & 'baddies' are?	What happens at the Hindu festival at Holi?	RE end of term assessment

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Spanish	<p>Theme; Sport / deportes New Target Language: - Sport Vocabulary</p> <p>Core story: GOAL by Colin McNaughton / Gol</p> <p>-Phonetics focus: /f/</p>	<p>New Target Language: Do you like? plus sport vocabulary Eg. Te gusta el futbol?</p> <p>-Reply: I like / I don't like Me gusta el futbol/ no me gusta...</p> <p>Phonetics focus: /v/</p>	<p>New Target Language: - When do you play....? Cuando juegas...?</p> <p>-Days of the week Combine with sport Eg. El lunes juego el tenis</p> <p>Phonetics focus: /s/</p>	<p>New Target language</p> <p>Maths /Number focus: -Counting in 10s to 100 diez a cien add /take away/ times / divide mas / menos por / entre</p> <p>Phonetics focus: /c/</p>	<p>Writing task:</p> <p>Language Passport 4 combining Target language from this half term</p>	<p>Culture focus:</p> <p>Famous Spanish football teams: FC Barcelona</p> <p>Including a selection of emotion adjectives eg. sensacional</p>
Computing	<p><u>Logo [j2code]</u> <u>Lesson 1</u></p> <p>Be able to write simple sequences to create shapes Be able to refine sequences to use repetition instructions, to make them more efficient.</p>	<p><u>Logo [j2code]</u> <u>Lesson 2</u></p> <p>Be able to explain what procedures and variables are. Be able create procedures and variables to draw shapes.</p>	<p><u>Logo [j2code]</u> <u>Lesson 3</u></p> <p>Be able to use the colour commands, within sequences of instructions.</p>	<p><u>Logo [j2code]</u> <u>Lesson 4</u></p> <p>Be able to create sequences of instructions, incorporating repetition, procedures, variables and colour.</p>	<p><u>Logo [j2code]</u> <u>Lesson 5</u></p> <p>To apply the skills taught to create a spiral</p>	<p><u>Logo [j2code]</u> <u>Lesson 6</u></p> <p>To apply the skills taught to create spiral shapes using repetition, procedures, variables and colour.</p>
Science	<p>To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal by ordering and describing the stages of the life cycle of a flowering plant.</p>	<p>To recognise that we need light in order to see things and that dark is the absence of light by taking part in a 'feely bag' investigation.</p>	<p>To notice that light is reflected from surfaces by playing mirror games.</p>	<p>To recognise that light from the sun can be dangerous and that there are ways to protect our eyes by designing and advertising a pair of sunglasses or a sun hat.</p>	<p>To recognise that shadows are formed when the light from a light source is blocked by a solid object by investigating the best material for curtains for a baby's bedroom.</p>	<p>To find patterns in the way that the size of shadows change by investigating what happens when you change the distance between the object and the light source.</p>
PE	<p>Outdoor - Basketball/Ball skills. rules and regulations of basketball. e.g how many each team has, what includes as a violation/foul, points and scoring</p>	<p>Outdoor - Basketball/Ball skills Passing Techniques. Activity - learning all types of passes to use e.g Chest pass, bounce pass, overhead pass.</p>	<p>Outdoor - Basketball/Ball skills Dribbling Activity - learning how to dribble using one hand, pivoting and shielding.</p>	<p>Outdoor- Basketball/Ball skills Shooting techniques. Activity - identifying type of shots e.g Free throw, Jump shot</p>	<p>Outdoor - Basketball/Ball skills Defending. Activity - learning how to get possession of the ball without making contact</p>	<p>Outdoor - Basketball/Ball skills Games/Matches Activity - mini games 3v3 - 5v5</p>