

Year 3 / Summer 1 Medium Term Plan

Week	Week 1	Week 2	Week 3	Week 4	Week 5
Reading	LITERACY AND LANGUAGE UNIT 5 Reading Fiction Smash and Grab! Reading progress: explore the central themes and ideas. Explore the meaning of a mystery story	LITERACY AND LANGUAGE UNIT 5 Reading Fiction Smash and Grab! Reading progress- Chn to understand how the author puts clues into the story to interest the reader in the mystery.	LITERACY AND LANGUAGE UNIT 5 Reading Fiction Smash and Grab! Reading progress - Chn to explore how the author gives the reader clues about characters by showing what they do rather than telling the reader what they are like.	LITERACY AND LANGUAGE UNIT 5 Non-Fiction Non-chronological reports Reading progress- Examine a non-chronological text, looking at structure and features.	LITERACY AND LANGUAGE UNIT 5 Non-Fiction Non-chronological reports- Children will think of questions about space for which they would like to find the answers. Review their understanding of alphabetical order.
Writing	LITERACY AND LANGUAGE UNIT 5 Smash and Grab! Writing newspaper article on a mystery crime that occurred.	LITERACY AND LANGUAGE UNIT 5 Smash and Grab! Writing a mystery - use writing scaffold from Lit and Lang scheme.	LITERACY AND LANGUAGE UNIT 5 Smash and Grab Writing a mystery - Edit and uplevel writing from week 2. Children to uplevel using coordinating and subordinating conjunctions.	LITERACY AND LANGUAGE UNIT 5 Non-Fiction Non-chronological reports Writing - Using texts that focus on the possibility of humans colonising Mars. First draft of their own report - collecting together notes, checking facts and thinking about technical language.	LITERACY AND LANGUAGE UNIT 5 Non-Fiction Non-chronological reports Edit previous weeks writing and write on final report edition.
Grammar & Punctuation	Standard English (e.g. <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>)	Fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>)	The grammatical difference between plural and possessive and singular possession.	Determiners for introducing nouns.	Identifying noun phrases. (<i>A group of words that contains nouns, determiners and NO verb e.g. The dog in the new flower bed</i>)
Spelling & H-writing	Revisit -Special focus 4 Homophones and near homophones	Revisit - Unit 12 anti	Revisit -Unit 12 anti	Revisit -Unit 13 Super	Revisit -Unit 13 Super
Maths	Number: Fractions Recognise and show, using diagrams, equivalent 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 fractions with the same denominators. Solve problems that involve all fraction learning.			Measure: Time (Year 3) Tell and write the time from an analogue clock, including using Roman numerals from I to XII (Spring term History of Romans link) and 12-hour and 24-hour clocks. 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.	

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History	Hadrian's Wall Looking at the significance of Hadrian's Wall. Who built it and why it was built.	Boudicca's reign. Exploring her time as Britain's ruler during the Roman invasion.	What was happening in Britain? Children to role play the Boudicca's Rebellion.	Arrival of the Anglo Saxons. Looking at dates and chronology in which the Anglo Saxons arrived in Britain.	Introduction to Anglo Saxons Explore the Anglo Saxon life e.g buildings, education, clothing and food.
Geography					
Art & Design	Research and explore a range of plastic sculptures. what is the significance of these pieces of art and its message? e.g Veronika Richterova Looking at and drawing still life body formations.	Still life drawing of face, hands and body poses using artist's mannequins..	Design plastic sculpture in groups of three based on research carried out. Ensuring that there is a clear message within the sculpture.	Make plastic sculpture ensuring the message is clear.	Make plastic sculpture ensuring the message is clear. Evaluate design.
DT					
Music	Step 2 exam groups	Step 2 exam individuals	To show clear understanding of the difference between F natural and F sharp.	To introduce the quaver rhythm	Practise using the quaver rhythm and the movement between quaver and crotchets in a melody
PSHE	<u>Family Roles and Responsibilities</u> I can identify the roles and responsibilities of my family and can reflect on the roles for males and females I can describe how taking some responsibility in my family makes me feel	<u>Friendship</u> I can identify and put into practice some of the skills of friendship I know how to negotiate in conflict situations to try to find a win-win solution	<u>Keeping Myself Safe</u> I know and can use some strategies for keeping myself safe I know who to ask for help if I am worried or concerned	<u>Being a Global Citizen 1</u> I can explain how some of the actions and work of people around the world help to influence my life I can show an awareness of how this may affect my choices	<u>Being a Global Citizen 2</u> I understand that my needs and rights are shared by children around the world and can identify how are lives might be different I can empathise with children whose lives are different to mine and appreciate what I can learn from them
RE	1. What symbols are important in our lives?	2. Why do Sikh people wear symbols?	3. What is the most important symbol for Sikh people?	4. What Sikh sayings are important about what God is like?	5. What are my most important sayings in life?
Computing	<u>Project theme: Aspirations</u> Outcome-Children to write a piece of writing about themselves, their aspirations and how they plan to achieve these goals. Children should explore the tools of j2e5, focusing on different fonts, styles and colours of writing	<u>Project theme: Aspirations</u> Using bullet points and subheadings	<u>Project theme: Aspirations</u> Children to write a piece of writing about themselves which includes subheadings, bullet points and organised information.	<u>Project theme: Aspirations</u> Children to present information about their dream job. Import images from the internet- Internet safety and copyright free.	<u>Project theme: Aspirations</u> <u>Key Skills used in final outcome.</u> Creating documents and saving in folders Keyboard shortcuts Use cut, copy n paste Save work, open file and re save with a different name Use highlight tool to edit my work i.e. font size, style Text alignment Adding shapes Continue to develop use of keyboard aiming for speed and accuracy
Science	The importance of sleep <u>Why is sleep important?</u> Explore why we sleep and what happens to us when we sleep.	<u>Why do humans have a skeleton?</u> <i>Our bones and muscles protect us, support us and help us to move.</i>	<u>Do all animals have skeletons?</u> Sort skeleton types - endoskeleton / exoskeleton / hydrostatic skeleton	<u>What is the function of muscles and joints?</u> Explain the roles of tendons, ligaments and cartilage.	<u>What are the effects of exercise on the body?</u> Investigation - monitor resting heart beat.

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	What happens when we don't get enough sleep? Ask children to design a poster about the benefits of sleep and good bedtime routines. Include Sleep Cycle and facts about sleep.				
<p align="center">PE</p>	<p align="center">Athletics</p> <p align="center">High Jump</p>	<p align="center">Athletics</p> <p align="center">Javelin</p>	<p align="center">Athletics</p> <p align="center">Hurdles</p>	<p align="center">Athletics</p> <p align="center">Shot put</p>	<p align="center">Athletics</p> <p align="center">Short and long distance learning</p>