

Year 3 / Summer 2 Medium Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
				Assessment Week				
Reading	LITERACY AND LANGUAGE UNIT 6 Reading Fiction The Enchantress of the sands Reading progress: Explore the structure of folktales, and the archetypes that make up the plot and the characters.	LITERACY AND LANGUAGE UNIT 6 Reading Fiction The Enchantress of the sands Reading progress: Analyse how Jamila Gavin uses rich language to depict the setting.	LITERACY AND LANGUAGE UNIT 6 Reading non fiction Biography Reading progress: Think about how biographies are structured, and examine their key features.		LITERACY AND LANGUAGE UNIT 6 Reading non fiction Autobiography Reading progress: Compare biography with autobiography.	Reading and writing newspaper articles Article about the PPP	Reading and writing newspaper articles Article about the PPP	Read and share own written pieces from English books and writing profile books
Writing	LITERACY AND LANGUAGE UNIT 6 Writing fiction The Enchantress of the sands Children to rewrite a folklore using an interactive story map.	LITERACY AND LANGUAGE UNIT 6 Writing fiction The Enchantress of the sands Children to edit and update their folklore story.	LITERACY AND LANGUAGE UNIT 6 Writing non fiction Biography: Children to collect notes about their lives and to begin to order them. To use lit and lang scaffold to structure a biography of their life. Two week process.		LITERACY AND LANGUAGE UNIT 6 Writing non fiction Autobiography Children to collect notes about their lives and to begin to order them. To use lit and lang scaffold to structure a biography of their life.			Write a letter to next year's teacher about self, hopes and aspirations
Grammar & Punctuation	To identify prepositional phrases . (A group of words that begins with a preposition and ends with a noun or a pronoun e.g. The rabbits hopped <u>through the garden</u> .)	Subordinate sentences and general revision of all areas already covered.	Different sentence types and general revision. -Complex -Simple -Relative Different sentence Types Commands Exclamation Questions Statements		Formal and informal vocabulary. Children to know the difference between vocabulary typical of informal speech and writing, and vocabulary appropriate for formal speech and writing (e.g. <i>find out/ discover; ask for/ request; go in/ enter</i>)	The grammatical difference between plural and possessive and singular possession.	Revision of all word classes. -Verbs -Adverbs -Proper noun/Common nouns -Prepositions -Articles/Determiners -Modal verbs	Grammar Quiz

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Spelling & H-writing	Revisit -Unit 14 sub	Revisit unit 1 and 2, 3	Revisit unit 4,5 and 6		Revisit unit 7 and 8	Revisit unit 9 and 10	Revisit unit 11 and 12	Spelling Quiz
Maths	<p style="text-align: center;"><u>Geometry: Property of Shapes</u></p> <p>Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them</p> <p>Recognise angles as a property of shape or a description of a turn</p> <p style="text-align: center;">Identify regular and irregular polygons</p> <p style="text-align: center;">Identify symmetry in shapes</p> <p>Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle</p> <p>Identify horizontal and vertical lines and pairs of perpendicular and parallel lines</p>				<p style="text-align: center;"><u>Measure: Mass and capacity</u></p> <p>Continue to measure using the appropriate tools and units, progressing to using a wider range of measures, including comparing and using mixed units (for example, 1 kg and 200g) and simple equivalents of mixed units (for example, 5m = 500cm).</p> <p>Compare measures including simple scaling by integers (for example, a given quantity or measure is twice as long or five times as high) and connect this to multiplication.</p>			Recap and quizez
History								
Geography	<p>Describe and understand key aspects of physical geography including key geographical features (Inc. hills, mountains, coasts, rivers) and land use patterns.</p> <p>5 Mins key facts quiz</p>	<p>To understand how land use has changed over time.</p> <p>Case Study of the London Docklands and how land use has changed over time</p> <p>5 Mins key facts quiz</p>	<p>Describe and understand key aspects of human geography, including: types of settlement.</p> <p>5 Mins key facts quiz</p>		<p>Introduction to fair trade. What is fair trade? What products are fair trade? Where do these products originate? Locate trade links on a map and</p> <p>5 Mins key facts quiz</p>	<p>Research Fair Trade -product to investigate-banana and cocoa beans..</p> <p>5 Mins key facts quiz</p>	<p>Compare children's rights around the world, focusing on the similarities and differences of a region in the UK, Europe and South America. Focus on how rights can be affected by environment (natural resources, economy, settlement and land use).</p>	5 Mins key facts quiz
Art & Design								
Engineering	<p>Cooking: Making dahl and chapatis</p> <p>RE Link Sikhism</p> <p>Discuss the types of food that Sikhs eat at the Gurdwara.</p> <p>What does vegetarian mean?</p> <p>Why do they only eat vegetarian food?</p> <p>Where do these foods come from?</p>	<p>Make dahl and chapatis and evaluate.</p>	<p><u>Engineering: Design and make a bridge that can hold the most weight.</u></p> <p>Investigate and analyse a range of existing products.</p> <p>Design: Look at several bridges designs and decide which could work with the materials</p>		<p><u>Engineering: Design and make a bridge that can hold the most weight</u></p> <p><u>Make:</u></p> <p>Make a spaghetti bridge that holds 1 kg</p>	<p>Test spaghetti bridge as a year group.</p>	<p>Explore other ideas for spaghetti bridge.</p>	Evaluate spaghetti bridge.

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	Plan a Gurdwara meal. Buy or grow some of the ingredients.		available. Design bridge					
Music	Develop the use of quavers in a piece of music looking at more complex works such as Space is all around us etc.	To combine slurs and quavers together	Identify the difference between separate notes and a staccatto technique		To extend the repertoire of flutophone music by listening to popular tunes and adapting them for the instrument	To begin composing a piece of work as a class.	To compose a 4 bar phrase individually using clef, key signature, time signature, notes, barlines, dynamics, articulation and performance directions correctly.	To rehearse a 4 bar phrase individually using clef, key signature, time signature, notes, barlines, dynamics, articulation and performance directions correctly.
PSHE	How Babies Grow I understand that in animals and humans many changes happen between conception and growing up I can express how I feel when I see babies or baby animals	I understand how babies grow and develop and understand what a baby needs to live and grow	I understand that boys and girls bodies need to change when they grow up I recognise how I feel about these changes happening to me and know how to cope with these feelings		Inside Body Changes I can identify how boys and girls bodies change inside during the growing up process	Family Stereotypes I can start to recognise stereotypical ideas I might have about parenting and family roles	I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes	I can express how I feel and challenge others respectfully
RE	What do these everyday signs and symbols mean?	What symbolism can we see in Muslim artefacts?	How do Muslims use art and symbols in their place of worship?		What symbols can be found in a Christian story?	Why is the cross important to Christians?	How can we create a piece of Christian art?	How can we create a piece of Islamic art?
Computing	<u>Book background research</u> A fairy tale for reception/ year 1 students Software: book creator/morfo booth	<u>Book design</u> A fairy tale for reception/ year 1 students Software: book creator/morfo booth	<u>Book design feedback</u> A fairy tale for reception/ year 1 students Software: book creator/morfo booth		<u>Book template creation</u> A fairy tale for reception/ year 1 students Software: book creator/morfo booth	<u>Book create</u> A fairy tale for reception/ year 1 students Software: book creator/morfo booth	<u>Book Presentation</u> A fairy tale for reception/ year 1 students Software: book creator/morfo booth	<u>Book Presentation</u> A fairy tale for reception/ year 1 students Software: book creator/morfo booth
Science	<u>Do people with the longest legs jump the farthest and highest?</u> Investigation	<u>How can we record our investigation?</u> Recap on last week's investigation. And in particular the results from it. How can we show our results other than in a table?	<u>Zoology</u>		<u>Types of skeleton</u> Identifying and grouping animals with and without skeletons and observing and comparing their movement	<u>Naming bones</u> Continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscle	<u>Functions of a skeleton</u> Find out how different parts of the body have special functions.	<u>Functions of a skeleton</u> Create a group skeleton and label with functions

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PE	<u>Fitness</u> Beep Test	<u>Fitness</u> Carousel upper body strength and muscle groups	<u>Fitness</u> Carousel Core muscles		<u>Summer League</u> Basketball	<u>Summer League</u> Basketball	<u>Fitness</u> Carousel Cardio and low body muscle groups	<u>Fitness</u> Carousel Cardio and low body muscle groups
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