

**Medium Term Plan Year: 3 Term: 2**

**Maths**

<p><b>Week 1 - Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>- Subtract two numbers (across a 10)</li> <li>- Subtract two numbers (across a 10)</li> <li>- Subtract two numbers (across a 100)</li> <li>- Subtract two numbers (across a 100)</li> <li>- Add 2-digit and 3-digit numbers</li> </ul>	<p><b>Week 2 - Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>- Add 2-digit and 3-digit numbers</li> <li>- Subtract a 2-digit number from a 3-digit number</li> <li>- Subtract a 2-digit number from a 3-digit number</li> <li>- Complements to 100</li> <li>- Estimate answers</li> </ul>	<p><b>Week 3 - Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>- Inverse operations</li> <li>- Make decisions</li> <li>- Multiplication - equal groups</li> <li>- Multiplication - equal groups</li> <li>- Use arrays</li> </ul>	<p><b>Week 4 - Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>- Use arrays</li> <li>- Multiples of 2</li> <li>- Multiples of 5 and 10</li> <li>- Sharing and grouping</li> <li>- Sharing and grouping</li> </ul>	<p><b>Week 5 - Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>- Multiply by 3</li> <li>- Divide by 3</li> <li>- The 3 times-table</li> <li>- Multiply by 4</li> <li>- Divide by 4</li> </ul>	<p><b>Week 6 - Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>- The 4 times-table</li> <li>- Multiply by 8</li> <li>- Divide by 8</li> <li>- The 8 times-table</li> <li>- The 2, 4 and 8 times-tables</li> </ul>
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**English Writing**

<b>Narrative unit (Setting description)</b>			<b>Non-fiction unit (persuasion: travel brochure)</b>		
<p><b>Week 1</b></p> <ul style="list-style-type: none"> <li>- Retrieve information from a text</li> <li>- Retrieve information from a text</li> <li>- Identify persuasive features</li> <li>- Identify and use persuasive features</li> </ul>	<p><b>Week 2</b></p> <ul style="list-style-type: none"> <li>- Organise paragraphs around a theme</li> <li>- Plan a letter</li> <li>- Draft and write letter</li> <li>- Draft and write letter</li> </ul>	<p><b>Week 3</b></p> <ul style="list-style-type: none"> <li>- Edit</li> <li>- Publish</li> <li>- Edit</li> <li>- Publish</li> </ul>	<p><b>Week 4</b></p> <ul style="list-style-type: none"> <li>- Use headings and subheadings</li> <li>- Use imperative verbs</li> <li>- Use adverbs</li> <li>- Use conjunctions</li> </ul>	<p><b>Week 5</b></p> <ul style="list-style-type: none"> <li>- Use headings and subheadings</li> <li>- Use imperative verbs</li> <li>- Use adverbs</li> <li>- Use conjunctions</li> </ul>	<p><b>Week 6</b></p> <ul style="list-style-type: none"> <li>- Edit</li> <li>- Publish</li> <li>- Read aloud with expression</li> </ul>

**English Reading - VIPERS**

<p><b>Sequence/Summarise</b></p> <ul style="list-style-type: none"> <li>- Summarise the main ideas of what they have read</li> </ul>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>- Explain the meaning of words in context</li> </ul>	<p><b>Inference</b></p> <ul style="list-style-type: none"> <li>- Draw inferences with evidence from the text</li> </ul>	<p><b>Prediction</b></p> <ul style="list-style-type: none"> <li>- Say what they think will happen next</li> </ul>	<p><b>Explanation</b></p> <ul style="list-style-type: none"> <li>- Read and understand what they have read</li> </ul>	<p><b>Retrieval</b></p> <ul style="list-style-type: none"> <li>- Retrieve and record information</li> </ul>
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<p align="center"><b>Art: Drawing/painting</b> (rainforest landscapes and animals, David Hockney)</p>	<p align="center"><b>Geography: Brazil/The Amazon</b> (South America Study)</p>	<p align="center"><b>Science: Rocks and Fossils</b></p>
<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know that David Hockney is one of the most influential 20th century British artists and that he contributed to the pop art movement</li> <li>- Know that colours can compliment or contrast for effect</li> <li>- Know that different pencil grades create different tones</li> <li>- Know that the colour of watercolour paint is affected by the amount of water mixed into it</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>-Demonstrate experience in different grades of pencil (2H, HB, 2B, 4B, 6B) and begin to show consideration in the choice of pencil grade they use</li> <li>-Use a range of brushes to demonstrate increasing control over the types of marks made</li> <li>-Mix colour, shades and tones, use light and dark within a painting and explore complimentary colours</li> <li>- Express links between colour and emotion</li> <li>- Understand how to create a background using a watercolour paint wash</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>-Pop art movement</li> <li>- Complementary/contrasting colours</li> <li>- Tone</li> <li>- Landscape</li> </ul> <p><b>Learning Revisited</b></p> <ul style="list-style-type: none"> <li>- Begin to understand how colours can link to moods and feelings in art.</li> </ul> <p><b>Key Questions (Assessment)</b></p> <ul style="list-style-type: none"> <li>- Who is David Hockney?</li> <li>- Which colours are complementary and which contrast?</li> <li>- How can pencils be used to create different tones?</li> <li>- How can the colours of watercolour paint be changed?</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know how to use maps, atlases and globes to find Brazil and South America</li> <li>- Know what the Equator, Tropics of Cancer and Capricorn and Northern and Southern Hemispheres are, what their significance is and how to locate them on a map, atlas and globe</li> <li>- Know the key human (types of settlement and land use) and physical (climate, rainforest biome, rivers, mountains) features of Brazil and compare these to the key human and physical features of the UK</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- locate South America and Brazil on maps, atlases and globes</li> <li>- identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, and the Tropics of Cancer and Capricorn</li> <li>- Identify Brazil's environmental regions, key physical and human characteristics and major cities</li> <li>-Identify key aspects of physical geography including: climate, biome - rainforest, rivers and mountains</li> <li>-Identify key aspects of human geography, including: types of settlement and land use</li> </ul> <p><b>Vocabulary</b></p> <p>United Kingdom, Europe, South America, Brazil, Thames, Amazon, biome (rainforest) vegetation, river, physical, human, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn</p> <p><b>Learning Revisited</b></p> <ul style="list-style-type: none"> <li>- What are the 4 countries in the UK and their capital cities? Can you find them on a map?</li> <li>- What are the main mountainous areas of the UK?</li> <li>- What seas surround the United Kingdom?</li> <li>- Can you find key human and physical features of the UK on a map? Can you describe these features?</li> </ul> <p><b>Key Questions (Assessment)</b></p> <ul style="list-style-type: none"> <li>- What continent is Brazil part of? Can you find it on a map?</li> <li>- Can you explain what the Equator, Tropics of Cancer and Capricorn and Northern and Southern Hemispheres are and how these are significant?</li> <li>- Can you compare the physical characteristics of Brazil and the UK? (rainforest biome, rivers, mountains)</li> <li>- Can you compare the human characteristics of Brazil and the UK? (types of settlement and land use)</li> </ul>	<p><b>Knowledge (Scientific understanding)</b></p> <ul style="list-style-type: none"> <li>- Know the names and properties of common rocks</li> <li>- Know how to categorise rocks based on their appearance of physical properties</li> <li>- Know that soils are made from rocks and organic matter</li> <li>- Know that fossils are formed when things that have lived are trapped within rock</li> </ul> <p><b>Skills (Working Scientifically)</b></p> <ul style="list-style-type: none"> <li>- Classifying: To ask scientific questions</li> <li>- Be able to ask a range of Yes/No questions to aid sorting</li> <li>- Observing over time: To observe closely</li> <li>- Make a range of relevant observations e.g. Observe how soil separates into different layers in water (See Year 3 Science Enquiry Supporting the Curriculum doc)</li> <li>-Comparative/ fair testing: To interpret results</li> <li>- Refer directly to their evidence when answering their question</li> <li>-Comparative/ fair testing: To draw conclusions</li> <li>- Where appropriate provide oral or written explanations for their findings</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>- rock, stone, pebble, boulder, grain, crystals, layers, hard, soft, texture, absorbs water, fossil, bone, flesh, minerals, marble, chalk, granite, sandstone, slate, types of soil (e.g. peaty, sandy, chalky, clay)</li> </ul> <p><b>Learning Revisited (Y2)</b></p> <ul style="list-style-type: none"> <li>- What does material mean?</li> <li>- What material is this made from?</li> <li>- What properties does this material have?</li> <li>- Why is this object made from this property?</li> </ul> <p><b>Key Questions (Assessment)</b></p> <ul style="list-style-type: none"> <li>- Can you name and describe the properties of this rock?</li> <li>- Can you explain what soil is made from?</li> <li>- Can you explain how fossils are formed?</li> </ul>

Computing	French (MFL)	Music	Physical Education
<p><b>Creating media - video production</b></p> <ul style="list-style-type: none"> <li>- Explain that animation is a sequence of drawings or photographs</li> <li>- Relate animated movement with a sequence of images</li> <li>- Plan an animation</li> <li>- identify the need to work consistently and carefully</li> <li>- Review and improve an animation</li> <li>- Evaluate the impact of adding other media to an animation</li> </ul>	<p><b>Christmas</b></p> <ul style="list-style-type: none"> <li>- Use connectives and simple sentences including quantities and plurals.</li> <li>- Identify and use articles for Gender: le, lan les, il, elle, ils, elles, un, une and des</li> <li>- Memorise and retell stories in French</li> <li>- Say my name using : Je m'appelle..... Plus ... Comment tu t'appelles? Il s'appelle et elle s'appelle?</li> <li>- Learn the vocabulary of Christmas and traditions</li> </ul>	<p><b>Singing</b></p> <ul style="list-style-type: none"> <li>-Learn a new song with quaver rest on downbeat</li> <li>- Learn about rests</li> <li>- Learn new djembe technique</li> <li>- Learn about rests, in an ensemble context</li> <li>- To put new song in ensemble context with djembes</li> <li>- Learn about heavy/light articulation</li> <li>- Begin to learn about triple time</li> <li>- Reinforce concept of heavy and light</li> <li>-To consolidate new concepts - triple time etc</li> <li>- To add djembe part</li> </ul>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>- Begin to improvise with a partner to create a simple dance</li> <li>- Create motifs from different stimuli.</li> <li>- Begin to compare and adapt movements and motifs to create a larger sequence. - -</li> <li>- Use simple dance vocabulary to compare and improve work.</li> <li>- Perform with some awareness of rhythm and expression.</li> </ul>
PSHE	Religious Education	Multiplication Tables	Phonics/Word Study
<p><b>Relationships: Friends and Families</b></p> <ul style="list-style-type: none"> <li>- Recognise/respect different types of families,</li> <li>- Understand the positive aspects of being part of a family</li> <li>- Know what to do and whom to tell if family relationships are making them feel unhappy or unsafe</li> </ul>	<p><b>Buddhism</b></p> <ul style="list-style-type: none"> <li>- Sequence the story of Buddha</li> <li>- Understand hard challenges Buddha had to face</li> <li>- Understand the story of Angulimala. What would you give up?</li> <li>- Learn about different Buddha images and seating positions</li> <li>- Appreciate our most peaceful and special place</li> <li>- Learn about the festival of Wesak</li> </ul>	<p><b>4 x and 8 x tables</b></p> <ul style="list-style-type: none"> <li>- Identify the number in a group (multiplicand)</li> <li>- Identify the number of groups (multiplier)</li> <li>- Recognise the number in a group and the number of groups equal to an amount (product)</li> <li>- Count in 4s and 8s</li> <li>- Find patterns within the 8x tables</li> </ul>	<ul style="list-style-type: none"> <li>- Identify and use the suffix -ly</li> <li>- Identify and use the suffix -ture</li> </ul>
Handwriting	<p>Introducing joining from r, no ascender: ri, ru, rn, rp</p> <p>Introducing joining from r to an anticlockwise letter: ra, rd, rg, ro</p> <p>Introducing joining from r to e: are, ere, ure, ore, ire</p> <p>Introducing break letters: g, j, y, f, b, p, q, x, z</p> <p>Introducing joining to f: if, ef, af, of</p> <p>Introducing joining to f to an ascender: fl, ft</p>		
Story time texts	The Bee is not Afraid of Me - Isabel Gallymore and Fran Long		
Texts for writing	The Great Kapok Tree		