



Medium Term Plan Year: 3 Term: 1

Maths

<p>Week 1 Number Place value</p> <ul style="list-style-type: none"> - represent numbers to 100 - Partition numbers to 100 - number line to 100 - hundreds - represent numbers to 1,000 	<p>Week 2 Number Place value</p> <ul style="list-style-type: none"> - partition numbers to 1,000 - flexible partitioning of numbers to 1,000 - hundreds, tens and ones-Find 1, 10 or 100 more or less - number line to 1,000 	<p>Week 3 Number Place value</p> <ul style="list-style-type: none"> - estimate on a number line to 1,000 - compare numbers to 1,000 - order numbers to 1,000 -count in 50s 	<p>Week 4 Addition and subtraction</p> <ul style="list-style-type: none"> - apply number bonds within 10 - add and subtract 1s - add and subtract 10s - add and subtract 100s - spot the pattern 	<p>Week 5 Addition and subtraction</p> <ul style="list-style-type: none"> - add 1s across a 10 - add 10s across a 100 - subtract 1s across a 10 - subtract 10s across a 100 - make connections 	<p>Week 6 Addition and subtraction</p> <ul style="list-style-type: none"> - add two numbers (no exchange) - subtract two numbers (no exchange) - add two numbers (across a 10) - add two numbers (across a 100) - subtract two numbers (across a 10)
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English Writing

Narrative (Character description)			Non-fiction (Biography)		
<p>Week 1</p> <ul style="list-style-type: none"> - identify a noun - use the correct form of 'a' or 'an' - identify a conjunction - use conjunctions 	<p>Week 2</p> <ul style="list-style-type: none"> - create a character - Work with a partner to develop ideas - draft and write by composing and rehearsing sentences orally - create a coherent plot, drawing on but adapting elements of the modelled story 	<p>Week 3: Independent Application of Skills</p> <ul style="list-style-type: none"> - create a coherent plot, drawing on but adapting elements of the modelled story - edit - read aloud our own writing, to a group or the whole class - read aloud our own writing, to a group or the whole class 	<p>Week 4</p> <ul style="list-style-type: none"> - infer - identify characteristics - use pronouns to create cohesion and avoid repetition - plan writing 	<p>Week 5</p> <ul style="list-style-type: none"> - use subheadings - organise and plan - draft writing using conjunctions of time - continue to draft 	<p>Week 6: Independent Application of Skills</p> <ul style="list-style-type: none"> - edit - publish - read aloud

English Reading - VIPERS

<p>Vocabulary</p> <ul style="list-style-type: none"> - Explain the meaning of words in context. 	<p>Inference</p> <ul style="list-style-type: none"> - Draw inferences with evidence from the text. 	<p>Prediction</p> <ul style="list-style-type: none"> - Say what they think will happen next 	<p>Explanation</p> <ul style="list-style-type: none"> - Read and understand what they have read 	<p>Retrieval</p> <ul style="list-style-type: none"> - Retrieve and record information 	<p>Sequence/Summarise</p> <ul style="list-style-type: none"> - Summarise the main ideas of what they have read.
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Design Technology	Computing	French (MFL)	History	Music	Physical Education
<p>Cooking</p> <ul style="list-style-type: none"> - describe how healthy diet= variety/balance of food/drinks - use equipment safely -Begin to understand food comes from UK and wider world - think about how to grow plants to use in cooking - grow in confidence using some of the following techniques: peeling, chopping, slicing, grating, mixing, spreading, kneading and baking - prepare and cook some dishes safely and hygienically 	<p>Computing systems and networks – Connecting computers</p> <ul style="list-style-type: none"> - explain how digital devices function - identify input and output devices - recognise how digital devices can change the way we work - explain how a computer network can be used to share information - explore how digital devices can be connected - recognise the physical components of a network 	<p>Greetings</p> <ul style="list-style-type: none"> - say and respond to bonjour, salut and au revoir - say and respond to Ça va? and Et toi? using très bien, pas très bien and comme ci, comme ça - say and respond to taisez-vous, écoutez, regardez, répétez, levez-vous and asseyez-vous - say and respond to un chat, un chien, un cochon, un lapin, une souris, une tortue and un serpent - say and respond to un, deux, trois and can form plurals 	<p>Marshall Taylor (and Nicola Adams)</p> <ul style="list-style-type: none"> - use a timeline within a specific time in history to set out the order things may have happened. -sequence events to artefacts. - study the lives of significant individuals - describe how their own lives are similar or different to children living in the past. - explain how a significant individual of a period influenced change. - communicate knowledge and understanding in a variety of ways 	<p>Playing Musical Instruments</p> <ul style="list-style-type: none"> - to learn a body percussion pattern using 'bass and tone' strokes. - to transfer body percussion rhythm to djembe using learned strokes. - to play different rhythms in two groups on body percussion and djembe- - to learn to read rhythm notation - to learn diatonic scale - o continue learning Do scale 	<p>Games</p> <ul style="list-style-type: none"> - apply the basic principles of invasion games. - move with the ball. - use a range of techniques to pass the ball. - understand the basic principles of defending in invasion games. - understand the basic principles of attacking in invasion games. - apply the basic principles of invasion games.
PSHE	Religious Education	Science	Multiplication Tables	Word Study	Handwriting
<p>Growing and changing</p> <ul style="list-style-type: none"> - pre-assessment - . celebrate who we are and that we are all different. - recognise individual achievements and interests. - . acknowledge our emotions when things go wrong/get difficult. - have a range of strategies to cope with setbacks. - know what to do/say when things get difficult. - return to pre-assessment and add what I can do/say to myself when things go wrong. 	<p>Where did the World Begin?</p> <ul style="list-style-type: none"> - consider beliefs about origins. - know that Jews and Christians believe that God created the world. - know why Christians celebrate Harvest - know that Muslims believe Allah is the Creator of all things. - recognise their roles and responsibilities in caring for the world. 	<p>Animals including humans</p> <ul style="list-style-type: none"> - ask a range of questions - be able to ask a range of Yes/No questions to aid sorting. - present what they learnt verbally or using labelled diagrams - be able to compare objects based on more sophisticated, observable features. Present observations in labelled diagrams. - decide what to measure or observe 	<p>(2x) 4x</p> <ul style="list-style-type: none"> -recall and use multiplication and division facts for the 2 and 4 multiplication tables 	<p>Prefixes and Spelling Patterns</p> <ul style="list-style-type: none"> -adding prefix dis and in - adding im- to root words starting with m and p - adding suffix -ous 	<p>Penpals</p> <ul style="list-style-type: none"> - practise joining through a word in stages: no ascenders or descenders - practise joining through a word in stages: parallel ascenders - introducing joining from s to ascender: sh, sl, st, sk - introducing joining from s to no ascender: sw, si, se, sm, sn, sp, su - introducing joining from s to an anti-clockwise letter: sa, sc, sd, sg, so, sq - introducing joining from r to an ascender: rb, rh, rk, rl, rt
Story time texts	<i>The Stinky Cheese Man and Other Fairly Stupid Tales - Jon Scieszka</i>				
Texts for writing	<i>Chalk - Bill Thompson / Sisters and Champions: The True Story of Venus and Serena Williams - Howard Bryant</i>				