



Medium Term Plan Year: 3 Term: 2

Maths

Week 1 - Addition and Subtraction - Number - add two numbers (across a 100) - subtract two numbers (across a 10) - subtract two numbers (across a 100) - add 2-digit and 3-digit numbers - subtract a 2-digit number from a 3-digit number	Week 2 - Addition and Subtraction - Number - find complements to 100 - estimate answers - use inverse operations - make decisions - select the most appropriate method to solve a problem (make decisions)	Week 3 - Multiplication and Division - Number - multiply using equal groups - use arrays - identify multiples of 2 - identify multiples of 5 and 10 - share and group - multiply by 3	Week 4 - Multiplication and Division - Number - divide by 3 - recall and use the 3 times-table - multiply by 4 - divide by 4	Week 5 - Multiplication and Division - Number - recall and use the 4 times-table - multiply by 8 - divide by 8	Week 6 - Multiplication and Division - Number - recall and use the 8 times-table - recall and use the 2, 4 and 8 times-tables
--	--	--	---	--	--

English Writing: The Great Kapok Tree - Lynne Cherry

Narrative Unit (Setting Description)		Non-fiction unit (Persuasion)			
Week 1 - identify and use nouns and adjectives - use expanded noun phrases - use prepositional phrases - use similes	Week 2 - use metaphors - plan - use varied sentence structures - edit	Week 3 - publish - illustrate - retrieve information - research	Week 4 - chunk information - identify persuasive features - plan - organise paragraphs	Week 5 - use persuasive features - use varied and rich vocabulary - edit - perform with expression	Week 6 - use imperative verbs - use conjunctions - identify word types - adverbs of time

English Reading - VIPERS

Vocabulary	Inference	Prediction	Explanation	Retrieval	Sequence/Summarise
- begin to use dictionaries to check the meaning of words that they have read.	<i>This domain is not planned for this term as the first week will be used to assess reading levels for all pupils</i>	- use relevant prior knowledge to make predictions.	- identify and explain the purpose and conventions of a text type.	- use the contents page and subheadings to locate information.	- give a brief verbal summary of a story.

Science: Rocks

Lesson 1: -explore what food waste is (step 1) Knowledge: Sustainability question: What is food waste and how can it be reduced? Working Scientifically: -Ask relevant questions and use different types of scientific enquiries to answer them. Vocabulary: food waste, landfill, food waste recycling, edible, inedible	Lesson 2: -investigate reducing food waste (step 2) Knowledge: Sustainability question: What is food waste and how can it be reduced? Working Scientifically: -Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Vocabulary: food waste, landfill, food waste recycling, edible, inedible	Lesson 3: -identify rocks (step 1) Knowledge: Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Working Scientifically: -Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Vocabulary: granite, pumice, sandstone, chalk, marble, gneiss	Lesson 4: -group rocks (step 2) Knowledge: Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Working Scientifically: -Talk about criteria for grouping, sorting and classifying (non-statutory). Vocabulary: crystals, grains, layers, texture	Lesson 5: -test rocks (step 3) Knowledge: Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Working Scientifically: -Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Vocabulary: hardness, float, sink, brittle, reaction	Lesson 6: -identify rocks -survey (step 4) Knowledge: Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Working Scientifically: Gather, record, classify and present data in a variety of ways to help in answering questions. Vocabulary: crystals, grains, layers, texture, weathering
---	---	--	---	---	---

Art and Design: Drawing/painting: David Hockney

Week 1 Knowledge objective: WALT: know that David Hockney is one of the most influential 20th century British artists and that he contributed to the pop art movement Skill objective: WALT: explore links between colour and emotion. Vocabulary: Pop Art	Week 2 Knowledge objective: WALT: know that different pencil grades create different tones Skill objective: WALT: use different grades of pencil (2H, HB, 2B, 4B, 6B) and begin to show consideration for the choice WALT: Use different techniques to achieve tonal shading (hatching, cross hatching, stippling, scribbling/scumbling) Vocabulary: Pencil grade (2H, HB, 2B, 4B, 6B), hatching, cross hatching, stippling, scribbling/scumbling	Week 3 Knowledge objective: WALT: know that colours can compliment/contrast for effect Skill objective: WALT: Mix colour, shades and tones and explore complimentary colours. Vocabulary: Complementary/contrasting colours	Week 4 Knowledge objective: - know that the colour of watercolour paint is affected by the amount of water mixed into it. Skill objective: WALT: create a background using a watercolour paint wash. Vocabulary: Paint wash	Week 5 Knowledge objective: WALT: understand how the shade of a colour can be changed by adding black, the tint by adding white and the tone can be changed by adding grey Skill objective: WALT: Mix colour, shades and tones, use light and dark within a painting and explore contrasting/complementary colours WALT: Use a range of brushes to demonstrate increasing control over the types of marks made. Vocabulary: Shade, Tone, contrasting/complementary	Week 6 Skill objective: WALT: Mix colour, shades and tones, use light and dark within a painting and explore contrasting/complementary colours WALT: Use a range of brushes to demonstrate increasing control over the types of marks made. Vocabulary: Pop art movement Shade Tone Contrasting/complementary
---	--	--	--	---	--

Geography: Brazil, The Amazon Rainforest

Week 1 Knowledge objective: Know how to use maps, atlases and globes to find Brazil and South America. Skill objective: Locate South America and Brazil on maps, atlases and globes Vocabulary: globe = 3 dimensional sphere representing the Earth <u>WALT: Know how to use maps, atlases and globes to find South America and Brazil.</u>	Week 2 Knowledge objective: 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. Skill objective: Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, and the Tropics of Cancer and Capricorn Vocabulary: tropic, Cancer/Capricorn, Equator, hemisphere <u>WALT: Identify the Equator, Tropics of Cancer and Capricorn and Northern and Southern Hemispheres.</u>	Week 3 Knowledge objective: Know the key human (types of settlement and land use) and physical (climate, rainforest biome, rivers, mountains) features of Brazil Skill objective: Describe and compare the key human and physical features of Brazil to the UK. Vocabulary: tributaries, hydroelectric <u>WALT: understand more about the physical features of Brazil and the Amazon River.</u>	Week 4 Knowledge objective: Know the key human (types of settlement and land use) and physical (climate, rainforest biome, rivers, mountains) features of Brazil Skill objective: Describe and compare the key human and physical features of Brazil/the Amazon with the UK. Vocabulary: biome, basin, layers, emergent, canopy, understory, forest floor, <u>WALT: Understand more about the physical features of Brazil and the Amazon Rainforest.</u>	Week 5 Knowledge objective: Know the key human (types of settlement and land use) of Brazil. Skill objective: Identify Brazil's environmental regions, key human characteristics and major cities; Identify key aspects of human geography, including: types of settlement and land use. Vocabulary: politics, religion, architecture, produce, cuisine, enslaved people/person, settle/settlement <u>WALT: compare the human characteristics of Brazil and the UK.</u>	Week 6 Knowledge objective: 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. Skill objective: Identify, describe and compare key aspects of human and physical geography. Vocabulary: climate, landmark/s <u>WALT: 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 (England focus)</u>
---	--	---	--	---	--

Computing		French (MFL)	Music	Physical Education
Creating media - Stop-frame animation - explain that animation is a sequence of drawings or photographs - relate animated movement with a sequence of images - plan an animation - identify the need to work consistently and carefully - review and improve an animation - evaluate the impact of adding other media to an animation		Gender, connectives, simple sentences - Start to understand how un and une point to different genders. - Pronounce un and une correctly. - Start to develop memorisation strategies for a foreign language. - Say je m'appelle and say and respond to et toi? - Devise and take part in a simple role play - Form a sentence with the phrase je suis - Identify some cognates in French.. Christmas - Learn a French Christmas song - Make a French Christmas card.	Singing -Learn a new song with quaver rest on downbeat - Learn about rests - Learn new djembe technique - Learn about rests, in an ensemble context - To put new song in ensemble context with djembes - Learn about heavy/light articulation - Begin to learn about triple time - Reinforce concept of heavy and light -To consolidate new concepts – triple time etc - To add djembe part	Gymnastics - show full extension during a balance. - move in and out of contrasting shapes with fluency. - perform a sequence using different types of rolls. - perform powerful jumps from low apparatus. - perform in unison with a partner. - create a group performance using contrasting actions.
PSHE		Religious Education	Times Tables	Handwriting
Relationships: Safe Relationships - Recognise privacy and know how to safely respond to others if they do not respect our personal boundaries - Recognise hurtful behaviour and bullying - Understand the consequences of bullying and know that hurtful behaviour and that it is unacceptable Living in the Wider World: Belonging to a Community - Recognise the reasons for rules and laws in wider society - Know what human rights are and understand that with every right there is a responsibility - eg. the right to education and the responsibility to learn		Buddhism: The Buddha - Know what the Buddha is - Understand the Buddha's teaching - Learn what The Four Noble Truths are. - Understand what the Buddha taught people about how they should live - Read the story of Siddharta and the Swan and consider its meaning	2 x tables - Number sense - Times Tables Fluency Programme	Introducing joining from r, no ascender: ri, ru, rn, rp Introducing joining from r to an anticlockwise letter: ra, rd, rg, ro Introducing joining from r to e: are, ere, ure, ore, ire Introducing break letters: g, j, y, f, b, p, q, x, z Introducing joining to f: if, ef, af, of Introducing joining to f to an ascender: fl, ft
Spelling		Embed Year 2: Adding -ing, -ed, -er and -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter Introduce: Adding suffixes beginning with vowel letters to words of more than one syllable consonant not doubled e.g. garden becomes – gardening / gardener Introduce: Adding suffixes beginning with vowel letters (e.g. -ing, -ed, -er) to words of more than one syllable (doubling the consonant) e.g. begin becomes – beginner / beginning Reinforce Year 2: Suffixes -ment, -ness, -ful, less and -ly		

Story time texts	Funny Bums, Freaky Beaks: and Other Incredible Creature Features - Alex Moss Sean Taylor
Texts for writing	The Great Kapok Tree - Lynne Cherry