



## Medium Term Plan Year: 3 Term: 3

### Maths

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| <b>Week 1 - Multiplication and division - <i>Number</i></b><br>- understand multiples of 10<br>- explore related calculations<br>- reason about multiplication<br>- multiply a 2-digit number by a 1-digit number (no exchange) | <b>Week 2 - Multiplication and division - <i>Number</i></b><br>- multiply a 2-digit number by a 1-digit number (with exchange)<br>- link multiplication and division<br>- divide a 2-digit number by a 1-digit number (no exchange) | <b>Week 3 - Multiplication and division - <i>Number</i></b><br>- divide a 2-digit number by a 1-digit number (use flexible partitioning)<br>- divide a 2-digit number by a 1-digit number (with remainders)<br>- understand scaling<br>- explore different combinations | <b>Week 4 - Length and perimeter - <i>Measurement</i></b><br>- measure in metres and centimetres<br>- measure in millimetres<br>- measure in centimetres and millimetres<br>- measure in metres, centimetres and millimetres | <b>Week 5 - Length and perimeter - <i>Measurement</i></b><br>- understand equivalent lengths (metres and centimetres)<br>- understand equivalent lengths (centimetres and millimetres)<br>- compare lengths | <b>Week 6 - Length and perimeter - <i>Measurement</i></b><br>- add lengths<br>- subtract lengths<br>- understand perimeter<br>- measure perimeter<br>- calculate perimeter |
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### English Writing: Small in the City by Sydney Smith

| Non fiction Unit (Letter)                                                           |                                                                                                                           | Narrative unit (Alternative Perspective)                                       |                                                                                                                                        |                                                                                          |  |
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| <b>Week 1</b><br>- use conjunctions<br>- use expanded noun phrases<br>- use similes | <b>Week 2</b><br>- identify the features of a letter<br>- use command sentences<br>- plan letter<br>- use adverbs of time | <b>Week 3</b><br>- edit<br>- publish<br>- use past tense<br>- use noun phrases | <b>Week 4</b><br>- use synonyms for said<br>- punctuate dialogue<br>- plan a narrative<br>- use expanded noun phrases (and past tense) | <b>Week 5</b><br>- use adverbs (and past tense)<br>- use dialogue<br>- edit<br>- publish |  |

### English Reading - VIPERS

| Vocabulary                                                            | Inference                                  | Prediction                                                                                                             | Explanation                                                          | Retrieval                                             | Sequence/Summarise                       |
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| - find the meaning of new words using substitution within a sentence. | - make inferences about actions or events. | <i>This domain is not planned for this term as the first week will be used to assess reading levels for all pupils</i> | - identify how language contributes to the meaning of fiction texts. | - begin to identify and use quotations from the text. | - explore how to record summary writing. |

## Science: Fossils and Soil

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| <p><b>Lesson 1:</b><br/>-explore fossils (step 1)</p> <p><b>Knowledge:</b><br/>-Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p><b>Working Scientifically:</b><br/>-Ask relevant questions and use different types of scientific enquiries to answer them.</p> <p><b>Vocabulary:</b><br/>fossil, rock, skeleton, shell</p> | <p><b>Lesson 2:</b><br/>-understand fossil formation (step 2)</p> <p><b>Knowledge:</b><br/>-Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p><b>Working Scientifically:</b><br/>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p><b>Vocabulary:</b><br/>fossilisation, rock, skeleton, fossil, sediment</p> | <p><b>Lesson 3:</b><br/>-explore soil (step 1)</p> <p><b>Knowledge:</b><br/>-Recognise that soils are made from rocks and organic matter.</p> <p><b>Working Scientifically:</b><br/>-Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables</p> <p><b>Vocabulary:</b><br/>soil, sandy soil, clay soil, peat soil, chalky soil, organic matter</p> | <p><b>Lesson 4:</b><br/>-investigate the importance of soil (step 2)</p> <p><b>Knowledge:</b><br/>-Recognise that soils are made from rocks and organic matter.</p> <p><b>Working Scientifically:</b><br/>-Use straightforward scientific evidence to answer questions or to support their findings.</p> <p><b>Vocabulary:</b><br/>soil, nutrients, habitat loss, deforestation, habitat</p> | <p><b>Lesson 5:</b><br/>-plan an investigation; soil experiment (step 3)</p> <p><b>Knowledge:</b><br/>-Recognise that soils are made from rocks and organic matter.</p> <p><b>Working Scientifically:</b><br/>Set up simple practical enquiries, comparative and fair tests.</p> <p><b>Vocabulary:</b><br/>independent variable, dependent variable, controlled variable</p> | <p><b>Lesson 6:</b><br/>-carry out an investigation; soil experiment (step 4)</p> <p>-evaluate: soil experiment (step 5)</p> <p><b>Knowledge:</b><br/>-Recognise that soils are made from rocks and organic matter.</p> <p><b>Working Scientifically:</b><br/>-Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. (step 4)</p> <p>-Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. (step 5)</p> <p><b>Vocabulary:</b><br/>soil, filter paper, filter funnel, Measuring cylinder (step 4)</p> <p>soil, absorb, conclusion, evaluate, data (step 5)</p> |
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## Design Technology- Mechanical Posters

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| <b>Knowledge objective:</b><br>WALT: know that levers and linkages can be used to create mechanisms.<br>WALT: know that a mechanism is a device that creates movements<br><br><b>Skill objective:</b><br>WALT: Begin to understand simple mechanical systems that use levers and linkages<br><br><b>Vocabulary:</b><br>- mechanical systems<br>- mechanism<br>- lever, linkage, pivot | <b>Knowledge objective:</b><br><br><b>Skill objective:</b><br>WALT: Create a design criteria and plan which shows function, purpose, order, equipment and tools<br>WALT: Describe design using an accurately labeled sketch and words<br><br><b>Vocabulary:</b><br>-Design criteria<br>-lever, linkage, pivot | <b>Knowledge objective:</b><br><br><b>Skill objective:</b><br>WALT: Select suitable tools/equipment, and materials, explain choices.<br><br><b>Vocabulary:</b><br>Prototype | <b>Knowledge objective:</b><br><br><b>Skill objective:</b><br>WALT: Work accurately to make cuts and holes<br>WALT: Begin to apply a range of finishing techniques with some accuracy<br><br><b>Vocabulary:</b> | <b>Knowledge objective:</b><br><br><b>Skill objective:</b><br>WALT: Work accurately to make cuts and holes<br>WALT: Begin to apply a range of finishing techniques with some accuracy<br><br><b>Vocabulary:</b> | <b>Knowledge objective:</b><br><br><b>Skill objective:</b><br>WALT: Use design criteria to evaluate finished product, saying what I would change to make design better<br><br><b>Vocabulary:</b><br>-Design criteria |
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## History -

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| <b>WALT: understand that the past can be divided into different time periods.</b><br><br><b>Knowledge objective:</b> Know how people hunted and farmed to survive in the Stone Age.<br><br><b>Skill objective:</b> Understand that the past can be divided into different time periods.<br><br><b>Vocabulary:</b> prehistoric, Mesolithic, Neolithic, Palaeolithic, hunter-gatherer<br><br><i>*Not every lesson needs knowledge and skills, sometimes it can be one or the other</i> | <b>WALT: research similarities and differences between the Stone Age, Bronze Age and the Iron Age</b><br><br><b>Knowledge objective:</b> - Know how homes and settlements changed from the Stone Age to the Bronze Age and Iron Age.<br><br><b>Skill objective:</b> Research similarities and differences between given periods of history.<br><br><b>Vocabulary:</b> settlement<br><br><i>*Not every lesson needs knowledge and skills, sometimes it can be one or the other</i> | <b>WALT: use different sources and evaluate their effectiveness</b><br><br><b>Knowledge objective:</b> - Know how Historians found out about life in the Stone Age (specifically Cheddar Man and Skara Brae)<br><br><b>Skill objective:</b> Distinguish between different sources and evaluate their effectiveness.<br><br><b>Vocabulary:</b> source, archeologist<br><br><i>*Not every lesson needs knowledge and skills, sometimes it can be one or the other</i> | <b>WALT: know about Stonehenge and why historians think it was created</b><br><br><b>Knowledge objective:</b> Know what Stonehenge is and how and why Historians think it was created (specifically to celebrate the summer and winter solstices).<br><br><b>Skill objective:</b><br><br><b>Vocabulary:</b> Stonehenge<br><br><i>*Not every lesson needs knowledge and skills, sometimes it can be one or the other</i> | <b>WALT: understand who the Celts were and explain how life changed during the Iron age.</b><br><br><b>Knowledge objective:</b> Know who the Celts were and how they made Iron in the Iron Age.<br><br><b>Skill objective:</b><br><br><b>Vocabulary:</b> Iron Age<br><br><i>*Not every lesson needs knowledge and skills, sometimes it can be one or the other</i> | <b>WALT: find out about everyday lives of people in time studies and compare with our life today</b><br><br><b>Knowledge objective:</b> Know how and why the Celts built Hill Forts.<br><br><b>Skill objective:</b> Find out about everyday lives of people in time studies and compare with our life today.<br><br><b>Vocabulary:</b> Hill Forts<br><br><i>*Not every lesson needs knowledge and skills, sometimes it can be one or the other</i> |
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| Computing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | French (MFL)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Music                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Physical Education                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <b>Programming - Sequencing sounds</b> <ul style="list-style-type: none"> <li>- explore a new programming environment</li> <li>- identify that commands have an outcome</li> <li>- explain that a program has a start</li> <li>- recognise that a sequence of commands can have an order</li> <li>- change the appearance of my project</li> <li>- create a project from a task description</li> </ul>                                                                                                                                                     | <b>Colours, opinions, word order</b> <ul style="list-style-type: none"> <li>- Say and respond to eight colours</li> <li>- Give a simple opinion about a colour.</li> <li>- Write and say a sentence using the correct word order.</li> <li>- Listen and respond to a simple story</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Playing an instrument</b> <ul style="list-style-type: none"> <li>- introduce the recorder, learn the first note, learn first tune on recorder</li> <li>- consolidate first recorder principles, learn a new note, learn a new tune</li> <li>- consolidate technique and practise first two notes, learn a new tune with two notes, learn new djembe rhythm and new time signature</li> <li>- consolidate new recorder techniques, practise new tune with two notes, introduce melodic improvising, practise rhythmic improvising</li> <li>- learn a new note, learn a new tune using new note, practise rhythmic and melodic improvisation</li> </ul> | <b>Hockey</b> <ol style="list-style-type: none"> <li>1. to keep close control of the ball using the flat side of the stick.</li> <li>2. to control the ball and pass it into space.</li> <li>3. to use a defensive body position.</li> <li>4. to consistently stop a moving ball ready to pass, move or shoot.</li> <li>5. to improve our agility and apply it in a game situation.</li> <li>6. to avoid our feet contacting the ball and apply basic rules to the game.</li> </ol> |
| PSHE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Religious Education                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Times Tables                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Handwriting                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Physical Health &amp; Mental Wellbeing</b> <ul style="list-style-type: none"> <li>- pre-assess: reflect on what we already know about keeping healthy</li> <li>- distinguish between the healthy &amp; unhealthy choices we make</li> <li>- identify our healthy and unhealthy habits relating to food, sleep and exercise</li> <li>- consider what affects our feelings</li> <li>- know how we can express and manage our feelings</li> <li>- post-assess show what we now know about keeping healthy and being in charge of our own health</li> </ul> | <b>Christianity - The Bible</b> <ul style="list-style-type: none"> <li>- Understand the importance of The Bible as the holy book that guides the Christian Faith.</li> <li>- Know the difference between the Old and the New Testament.</li> <li>- Understand how The Ten Commandments guide Christians in their daily lives.</li> <li>- Recognise the importance of parables and how they are used to guide Christians.</li> </ul>                                                                                                                                                                                                                                                                                                                                                       | <b>Squares - Number sense - Times Tables Fluency Programme</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Introducing joining from f to an anticlockwise letter, Introducing joining ff, Introducing joining rr, Introducing joining ss, Introducing joining qu                                                                                                                                                                                                                                                                                                                               |
| Spelling                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Introduce: Adding suffix -ly with no change to root word<br>Introduce: Exception 1 Adding suffix -ly to root word ending in -y with a consonant letter before it, the y is changed to an I, (only if root word has one than one syllable)<br>Introduce: Exception 2: Adding suffix -ly when root word ends with -le (-le is changed to -ly)<br>Introduce: Exception 3: Adding suffix -ly when root word ends with -ic, -ally is added rather than just -ly<br>Introduce: Exception 4: Adding suffix -ly other examples truly, duly, wholly Reinforce Year 2: Homophones and near-homophones Embed Year 2: Possessive apostrophe -s (singular nouns)<br>Introduce: Possessive apostrophe -s (with plural words)<br>Introduce: Possessive apostrophe -s (when the plural of a word changes) |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

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| Story time texts  | I am Loved - Nikki Giovanni       |
| Texts for writing | Small in the City by Sydney Smith |