



Medium Term Plan Year: 3 Term: 3

Maths

Week 1 - Multiplication and division B - Number - Understand multiples of 10 - Explore related calculations - Reason about multiplication - Multiply a 2-digit number by a 1-digit number (no exchange)	Week 2 - Multiplication and division B - Number - Multiply a 2-digit number by a 1-digit number – with exchange - Link multiplication and division - Divide a 2-digit number by a 1-digit number (no exchange)	Week 3 - Multiplication and division B - Number - Divide a 2-digit number by a 1-digit number – use flexible partitioning - Divide a 2-digit number by a 1-digit number – with remainders - Understand scaling - Explore different combinations (How many ways?)	Week 4 - Length and perimeter - Measurement - Measure in metres and centimetres - Measure in millimetres - Measure in centimetres and millimetres - Measure in metres, centimetres and millimetres - Understand equivalent lengths (metres and centimetres) - Understand equivalent lengths (centimetres and millimetres)	Week 5 - Length and perimeter - Measurement - Compare lengths - Add lengths - Subtract lengths - Understand perimeter - Measure perimeter - Calculate perimeter	
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English Writing

Non-fiction unit (Letter)			Narrative unit (Alternative Perspective)		
Week 1 - use conjunctions - use expanded noun phrases - use similes	Week 2 - explore the features of an informal letter - use command sentences - plan letter - use adverbs of time	Week 3 - edit - publish - use past tense - use noun phrases	Week 4 - use synonyms for said - punctuate dialogue - plan a narrative - use present tense	Week 5 - use adverbial phrases - use dialogue - edit - present	

English Reading - VIPERS

Sequence/Summarise - Summarise the main ideas of what they have read	Vocabulary - Explain the meaning of words in context	Inference - Draw inferences with evidence from the text	Prediction - Say what they think will happen next	Explanation - Read and understand what they have read	
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Design and Technology: Mechanical Posters	History: Stone Age to Iron Age	Science: Forces and Magnets
<p>Knowledge</p> <ul style="list-style-type: none"> - know that levers and linkages can be used to create mechanisms. - know that a mechanism is a device that creates movements <p>Skills</p> <ul style="list-style-type: none"> - Begin to understand simple mechanical systems that use levers and linkages - Create a design criteria and plan which shows function, purpose, order, equipment and tools and make design decisions - Describe design using an accurately labelled sketch and words - Select suitable tools/equipment, and materials, explain choices. - Work accurately to make cuts and holes - Begin to apply a range of finishing techniques with some accuracy - Use design criteria to evaluate finished product, saying what I would change to make design better <p>Vocabulary</p> <ul style="list-style-type: none"> - mechanical systems - mechanism - lever, linkage, pivot <p>Learning Revisited</p> <ul style="list-style-type: none"> - Measure, mark out, cut and shape materials and components, with support and use finishing techniques to make a product look good <p>Key Questions (Assessment)</p> <ul style="list-style-type: none"> - What are levers and linkages and what do they create? - How can levers and linkages create a moving mechanism? 	<p>Knowledge</p> <ul style="list-style-type: none"> - Know how people hunted and farmed to survive in the Stone Age. - Know how homes and settlements changed from the Stone Age to the Bronze Age and Iron Age. - Know how Historians found out about life in the Stone Age (specifically Cheddar Man and Skara Brae) - Know what Stonehenge is and how and why Historians think it was created (specifically to celebrate the summer and winter solstices). - Know who the Celts were and how they made Iron in the Iron Age. - Know how and why the Celts built Hill Forts. <p>Skills</p> <ul style="list-style-type: none"> - Use dates related to the passing of time. - Understand that the past can be divided into different time periods. - Find out about the everyday lives of people in the past. - Compare lives of people living in the past to our lives today. - Research similarities and differences between given periods of history. - Use vocabulary to describe key features of a period of time. <p>Vocabulary</p> <p>Archaeologist, artefact, B.C., forge, henge, hunter-gatherers, Mesolithic, Neolithic, Palaeolithic, prehistoric, prey, ritual, tribe/tribal</p> <p>Learning Revisited</p> <p>Can you name some modes of transport from the past? Can you name some modes of transport from the present? Is this mode of transport from the past or the present? How do you know? Can you explain one of the ways the car has changed over time? - Can you ask a question about this mode of transport to help you find out if it is from the past or the present?</p> <p>Key Questions (Assessment)</p> <ul style="list-style-type: none"> - How did people hunt and farm in the Stone Age? - How did homes and settlements change during the Stone Age, Bronze Age and Iron Age? - What did Historians learn from studying the Cheddar Man and Skara Brae? - How and Why do Historians think Stonehenge was built? - Who were the Celts and how did they make Iron? - Why did the Celts build Hill Forts? 	<p>Knowledge (Scientific understanding)</p> <ul style="list-style-type: none"> - Compare how things move on different surfaces - Know that most forces need contact between two objects, but magnetic forces can act at a distance. - Know that magnets attract and repel each other - Know that magnets attract some materials and not others (please note forces and magnets is taught again next term, so only teach the above) <p>Skills (Working Scientifically)</p> <p>- Classifying: To plan an enquiry Be able to put appropriate headings onto intersecting Venn and Carroll diagrams (metal/non-metal/magnetic)</p> <p>-Classifying: To present results Sort objects and living things into groups using intersecting Venn and Carroll diagrams (metal/non-metal/magnetic)</p> <p>- Comparative/fair testing: To take measurements Measure using standard units where not all the numbers are marked on the scale, and take repeat readings where necessary (forces)</p> <p>-Researching: To ask scientific questions To ask a range of questions linked to a topic (magnet use research)</p> <p>Vocabulary</p> <ul style="list-style-type: none"> - force, push, pull, twist, contact force, non-contact force, magnetic force, magnet, strength, bar magnet, ring magnet, button magnet, horseshoe magnet, attract, repel, magnetic material, metal, iron, steel, poles, north pole, south pole <p>Learning Revisited</p> <ul style="list-style-type: none"> - Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.(Yr 2- Forces) <p>Key Questions (Assessment)</p> <ul style="list-style-type: none"> - Can you explain why things move differently on a variety of surfaces? - Can you explain how different materials react to being close to magnets? - Can you recognise which materials are attracted to magnets and which are not?

Computing	French (MFL)	Music	Physical Education
<p>Programming - Sequencing sounds</p> <ul style="list-style-type: none"> - explore a new programming environment - identify that commands have an outcome - explain that a program has a start - recognise that a sequence of commands can have an order - change the appearance of my project - create a project from a task description 	<p>Colours, opinions, word order</p> <ul style="list-style-type: none"> - Say and respond to eight colours - Give a simple opinion about a colour. - Write and say a sentence using the correct word order. - Listen and respond to a simple story 	<p>Playing a recorder</p> <ul style="list-style-type: none"> - introduce the recorder, learn the first note, learn first tune on recorder - consolidate first recorder principles, learn a new note, learn a new tune - consolidate technique and practise first two notes, learn a new tune with two notes, learn new djembe rhythm and new time signature - consolidate new recorder techniques, practise new tune with two notes, introduce melodic improvising, practise rhythmic improvising - learn a new note, learn a new tune using new note, practise rhythmic and melodic improvisation 	<p>Swimming</p> <ul style="list-style-type: none"> - To swim competently, confidently and proficiently - To use a range of strokes effectively (for example, front crawl and backstroke) - To develop an awareness of water-safety
PSHE	Religious Education	Mastering Number	Word Study
<p>Relationships :Safe Relationships</p> <ul style="list-style-type: none"> - 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 <p>Living in the wider world: Belonging to a Community</p> <ul style="list-style-type: none"> - 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 	<p>Christianity - The Bible</p> <ul style="list-style-type: none"> - Understand the importance of The Bible as the holy book that guides the Christian Faith. - Know the difference between the Old and the New Testament. - Understand how The Ten Commandments guide Christians in their daily lives. - Recognise the importance of parables and how they are used to guide Christians. 	<p>3 x tables</p> <ul style="list-style-type: none"> - Identify the number in a group (multiplicand) - Identify the number of groups (multiplier) - Recognise the number in a group and the number of groups equal to an amount (product) - Count in 3s - Find patterns within the 3x tables 	<ul style="list-style-type: none"> - Identify and use the c sound spelt ch - Identify and use the sh sound spelt ch
Handwriting	Introducing joining from f to an anticlockwise letter, Introducing joining ff, Introducing joining rr, Introducing joining ss, Introducing joining qu		
Story time texts	Tales of Brave and Brilliant Girls from the Greek Myths - Rosie Dickens		
Texts for writing	Small in the City - Sydney Smith		

