



Medium Term Plan Year: 3 Term: 4

Maths

Week 1 - Fractions - Number --calculating perimeter - understand the denominators of unit fractions - compare and order unit fractions - understand the numerators of non-unit fractions	Week 2 - Fractions - Number - TT conceptual lesson 1 - understand the whole - compare and order non-unit fractions - TT conceptual lesson 2 - interpret scales using fractions	Week 3 - Fractions - Number - understand how fractions can be shown on a number line - count in fractions on a number line - find equivalent fractions on a number line - TT conceptual lesson 3 - find equivalent fractions using bar models	Week 4 - Mass and capacity - Measurement - use scales - measure mass in grams - measure mass in kilograms and grams - calculate equivalent masses (kilograms and grams)	Week 5 - Mass and capacity - Measurement - compare mass - add and subtract mass - measure capacity and volume in millilitres - measure capacity and volume in litres and millilitres	Week 6 - Mass and capacity - Measurement - calculate equivalent capacities and volumes (litres and millilitres) - compare capacity and volume - add and subtract capacity and volume
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English Year 3 Term 4: The Tempest - William Shakespeare

Poetry unit (Haiku)			Non-fiction unit (Non-Chronological Report)		
Week 1 - discuss and share ideas. - explore varied and rich vocabulary. - use varied and rich vocabulary. - edit.	Week 2 - identify key information. - use adjectives. - use conjunctions. - explore the structure of a haiku.	Week 3 - use figurative language (similes and metaphors) - create expanded noun phrases. - compose a haiku. - edit and publish.	Week 4 - use a or an correctly. - use possessive apostrophes (plural). - choose appropriate nouns and pronouns. - identify features of a non-chronological report.	Week 5 - write questions. - use bullet points. - research. - use conjunctions.	Week 6 - use prepositions. - edit. - use features of non-chronological report. - present.

English Reading - VIPERS

Vocabulary	Inference	Prediction	Explanation	Retrieval	Sequence/Summarise
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- discuss words that capture the reader's interest or imagination.	- infer characters' feelings and thoughts from their stated actions.	- use relevant prior knowledge to make predictions and justify them.		- retrieve and record information from a fiction text.	- make simple notes from one source of writing.
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Science: Light

<p>Lesson 1: -exploring light sources (step 1)</p> <p>Knowledge: -Recognise that they need light in order to see things and that dark is the absence of light.</p> <p>Working Scientifically: -Identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Vocabulary: light, eyes, light source, natural light source, artificial light source</p>	<p>Lesson 2: -investigating sunlight (step 2)</p> <p>Knowledge: -Recognise that light from the Sun can be dangerous and that there are ways to protect their eyes</p> <p>Working Scientifically: -Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.</p> <p>Vocabulary: sun, natural light source, eyes, sunglasses, protect</p>	<p>Lesson 3: -exploring how we see (step 3)</p> <p>Knowledge: -Notice that light is reflected from surfaces.</p> <p>Working Scientifically: -Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p> <p>Vocabulary: reflection, light source, shiny, dull</p>	<p>Lesson 4: -exploring shadows (step 4)</p> <p>-investigate opaque, translucent and transparent (step 5)</p> <p>Knowledge: -Recognise that shadows are formed when the light from a light source is blocked by an opaque object.</p> <p>Working Scientifically: -Gather, record, classify and present data in a variety of ways to help in answering questions. (step 4)</p> <p>-Ask relevant questions and use different types of scientific enquiries to answer them. (step 5)</p> <p>Vocabulary: opaque, translucent, transparent, shadow</p>	<p>Lesson 4: -exploring shadows (step 4)</p> <p>-investigate opaque, translucent and transparent (step 5)</p> <p>Knowledge: -Recognise that shadows are formed when the light from a light source is blocked by an opaque object.</p> <p>Working Scientifically: -Gather, record, classify and present data in a variety of ways to help in answering questions. (step 4)</p> <p>-Ask relevant questions and use different types of scientific enquiries to answer them. (step 5)</p> <p>Vocabulary: opaque, translucent, transparent, shadow</p>	<p>Lesson 6: -carry out an investigation: shadow experiment (step 7)</p> <p>-evaluate: shadow experiment (step 8)</p> <p>Knowledge: -Find patterns in the way that the size of shadows change</p> <p>Working Scientifically: -Gather, record, classify and present data in a variety of ways to help in answering questions (step 7)</p> <p>-Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. (step 8)</p> <p>Vocabulary: light source, opaque, shadow distance (step 7)</p> <p>shadow, opaque, conclusion, evaluation (step 8)</p>
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Knowledge objective: WALT: Know that batik is a type of textile printing, used around the world WALT: Know that when applied to fabric wax acts as a barrier between the fabric and the dye Skill objective: Vocabulary: - Batik - Canting - Fabric/textile, wax resist, dye	Knowledge objective: WALT: know who Emil Mjema is and what he is known for Skill objective: Vocabulary: -Designer	Knowledge objective: Skill objective: WALT: Develop intricate patterns and marks in sketchbooks when planning a design Vocabulary:	Knowledge objective: Skill objective: Walt: Understand the use of wax resist in the textile dyeing process Vocabulary: - Wax resist	Knowledge objective: Skill objective: WALT: Use equipment and media responsibly with confidence Vocabulary: - Wax resist - Canting	Knowledge objective: Skill objective: WALT: Use equipment and media responsibly with confidence Vocabulary: - Wax resist - Dye
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Geography-

Week 1 Knowledge objective: Know how to use maps, atlases and digital technologies to identify Africa and Tanzania. Know where Tanzania is in relation to the UK, the poles, tropics and Cancer and Capricorn and the Equator. Skill objective: Locate a country using maps. Vocabulary: Tanzania, Africa, Kilimanjaro <u>WALT: Know how to use maps, atlases and globes to find Tanzania and Africa.</u>	Week 2 Knowledge objective: Know how to use maps, atlases and digital technologies to identify Africa and Tanzania. Skill objective: Locate a country using maps, concentrating on its environmental regions, key physical and human characteristics and major cities. Vocabulary: physical and human <u>WALT: Locate Tanzania's physical and human features.</u>	Week 3 Knowledge objective: Know how to use maps, atlases and digital technologies to identify Kilimanjaro. Know the difference between active, dormant and extinct volcanoes. Skill objective: Describe and understand key aspects of physical geography - volcanoes. Vocabulary: volcano, extinct/dormant/active <u>WALT: Understand and describe Mount Kilimanjaro.</u>	Week 4 Knowledge objective: Know, define and label physical aspects of a volcano, including the different shapes a volcano can be and how this affects how an active or dormant volcano erupts. Know the difference between active, dormant and extinct volcanoes. Skill objective: Describe and understand key aspects of physical geography - volcanoes. Vocabulary: Crust, Lava, Magma, Throat, Vent, Crater, Flow, Conduit, Ash, Ash cloud, cone, lava, Dome, Shield <u>WALT: Label physical aspects of a volcano.</u>	Week 5 Knowledge objective: Know some of the pros and cons of living in a volcanic region. Skill objective: Describe and understand key aspects of physical geography - volcanoes. Vocabulary: pressure, eruption, tectonic <u>WALT: Think about why people live near volcanoes.</u>	Week 6 Knowledge objective: Know the difference between active, dormant and extinct volcanoes. Know some tectonic plates, some countries and cities where volcanoes are situated using appropriate keys and symbols. Know how tectonic plate activity creates a volcano. Skill objective: Describe and understand key aspects of physical geography - volcanoes <u>WALT: Compare Mount Kilimanjaro to volcanoes around the world.</u>
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Computing	French (MFL)	Music	Physical Education
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Data and information – Branching databases <ul style="list-style-type: none"> - create questions with yes/no answers - identify the attributes needed to collect data about an object - create a branching database - explain why it is helpful for a database to be well structured - plan the structure of a branching database - independently create an identification tool 	Numbers, addition & subtraction, J'ai, Easter <ul style="list-style-type: none"> - Do simple addition and subtraction in French - Understand and use j'ai - Know the difference between j'ai and je suis - Understand someone asking how old they are (quel âge as-tu?) and reply using a sentence stating their age. - Learn how to pronounce the phoneme ai. Easter <ul style="list-style-type: none"> - Understand and enjoy an Easter-themed story. - Sing an Easter themed song. 	Playing an instrument <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 	Cricket <ul style="list-style-type: none"> - hit a stationary ball into space using the straight drive. - bowl underarm to a batter with some consistency. - use the correct footwork to strike a bowled ball. - stop a moving ball using the long barrier technique. - throw longer distances overarm. - perform as a wicketkeeper.
PSHE	Religious Education	Mastering Number	Handwriting
Relationships: Respecting Ourselves and Others <ul style="list-style-type: none"> -understand the importance of self-respect and respect for others - talk confidently about race and racism - understand and define anti-racism -know about different types of stereotypes -recognise and challenge myths about race and racism 	Sikhism: Guru Nanak and his teachings <ul style="list-style-type: none"> - Learn about what Sikhs believe about God: <ul style="list-style-type: none"> • Sikhs believe in one God – symbolised by the Ik Onkar symbol • God created all things. - Understand what Guru means - Know about Guru Nanak and his teaching - Understand what it means to be equal through Guru Nanak's teachings 	6 x tables <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 6s - Find patterns within the 6x tables 	Revising joins: letter spacing; spacing between words; consistency of size; fluency; parallel ascenders; parallel descenders
Word Expert	<ul style="list-style-type: none"> - Suffix -ion - Suffix -ian - Suffix -re 		
Story time texts	Yeh-Shen: A Cinderella Story from China - Ai-Ling Louie		
Texts for writing	The Tempest		