



Medium Term Plan Year: 3 Term: 4

Maths

<p>Week 1 - Fractions A</p> <ul style="list-style-type: none"> - What is perimeter? - Measure perimeter - Calculate perimeter - Understand the denominators of unit fractions - Compare and order unit fractions 	<p>Week 2 - Fractions A</p> <ul style="list-style-type: none"> - Understand the numerators of non-unit fractions - Understand the whole - Compare and order non-unit fractions - Fractions and scales 	<p>Week 3 - Fractions A</p> <ul style="list-style-type: none"> - Fractions on a number line - Count in fractions on a number line - Equivalent fractions on a number line - Equivalent fractions as bar models 	<p>Week 4 - Measurement - Mass and capacity</p> <ul style="list-style-type: none"> - Use scales - Measure mass in grams - Measure mass in kilograms and grams - Equivalent masses (kilograms and grams) 	<p>Week 5 - Measurement - Mass and capacity</p> <ul style="list-style-type: none"> - Compare mass - Add and subtract mass - Measure capacity and volume in millilitres - Measure capacity and volume in litres and millilitres 	<p>Week 6 - Measurement - Mass and capacity</p> <ul style="list-style-type: none"> - Equivalent capacities and volumes (litres and millilitres) - Compare capacity and volume - Add and subtract capacity and volume
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English Writing

Poetry unit (Haiku)			Non-fiction unit (Non-Chronological Report)		
<p>Week 1</p> <ul style="list-style-type: none"> - discuss and share ideas. - explore varied and rich vocabulary. - use varied and rich vocabulary. - edit. 	<p>Week 2</p> <ul style="list-style-type: none"> - identify key information. - use adjectives. - use conjunctions. - explore the structure of a haiku. 	<p>Week 3</p> <ul style="list-style-type: none"> - use figurative language (similes and metaphors) - create expanded noun phrases. - write a haiku. - edit and present. 	<p>Week 4</p> <ul style="list-style-type: none"> - use a or an correctly. - use possessive apostrophes (plural). - choose appropriate nouns and pronouns. - identify features of a non-chronological report. 	<p>Week 5</p> <ul style="list-style-type: none"> - write questions. - use bullet points. - research. - use conjunctions. 	<p>Week 6</p> <ul style="list-style-type: none"> - use prepositions. - edit. - use features of non-chronological report. - present.

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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Art and Design: Textile/Printing- Batik	Geography: Tanzania (Volcanoes)	Science: Forces & Magnets
<p style="text-align: center;"><u>Designer: Emil Mjema</u></p> <p>Knowledge</p> <ul style="list-style-type: none"> - Know that batik is a technique used to create textiles - Know that wax can be used as a resist in the textile dyeing process - Know that Emil Mjema is an artist using batik <p>Skills</p> <ul style="list-style-type: none"> -Use a sketchbook to make plans, record experimentations as well as try out ideas and plan colours. -Explore the work of a range of artists, craft makers and designers -Express thoughts and feelings about art from other cultures and other periods of time. - Understand the use of wax resist in the textile dyeing process -Work safely using tools and equipment <p>Vocabulary</p> <ul style="list-style-type: none"> - Batik -wax resist, dye - colour combinations, pattern, repeating <p>Learning Revisited</p> <ul style="list-style-type: none"> -That dye is used to change the colour of textiles and that tie dye is a way of manipulating textiles before the dying process to affect the final product <p>Key Questions (Assessment)</p> <ul style="list-style-type: none"> - Who is Emil Mjema and what art does he create? - What is batik? - What does the wax do in the process of batik? 	<p>Knowledge</p> <ul style="list-style-type: none"> - Know how to use maps, atlases and digital technologies to identify Africa, Tanzania and Kilimanjaro - Know where Tanzania is in relation to the UK, the poles, tropics and Cancer and Capricorn and the Equator. - 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. - 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. - Know some of the pros and cons of living in a volcanic region. <p>Skills</p> <ul style="list-style-type: none"> - Locate a country using maps, concentrating on it's environmental regions, key physical and human characteristics and major cities - Describe and understand key aspects of physical geography - volcanoes <p>Vocabulary</p> <p>Tanzania, Africa, Kilimanjaro, Volcano, Crust, Lava, Magna, Throat, Vent, Crater, Flow, Conduit, Ash, Ash cloud, cone, lava, Dome, Shield, Pressure, Eruption, tectonic</p> <p>Learning Revisited</p> <ul style="list-style-type: none"> - Can you explain what the Equator, Tropics of Cancer and Capricorn and Northern and Southern Hemispheres are? - Can you use a map, atlas and digital technologies to locate the continents of Europe and South America? <p>Key Questions (Assessment)</p> <ul style="list-style-type: none"> - What continent is Tanzania part of? Can you find it on a map? - What are the different types of volcanoes? - Can you name other volcanoes and where they are? - What are some of the pros and cons to living near a volcano? 	<p>Knowledge (Scientific understanding)</p> <ul style="list-style-type: none"> - Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials. - Know and describe magnets as having two poles. - Use prior knowledge to predict whether two magnets will attract or repel each other, depending on which poles are facing. <p>(Term 3 knowledge should be built upon and revisited if necessary - Learning revisited)</p> <p>Skills (Working Scientifically)</p> <p>Classifying: To interpret results</p> <ul style="list-style-type: none"> - Spot patterns in the data, particularly two criteria with no example e.g. recognising whether 2 magnets attract or repel each other, depending on which poles are facing. N & N never attract. S & S always repel etc. <p>Classifying: To draw conclusion</p> <ul style="list-style-type: none"> - Draw simple conclusions for patterns e.g. recognising whether 2 magnets attract or repel each other, depending on which poles are facing. <p>Comparative/fair testing: To plan an enquiry</p> <ul style="list-style-type: none"> - Decide what to change and what to measure or observe. E.g. Decide how to test the strength of different magnets. <p>Researching: To present results</p> <ul style="list-style-type: none"> - present what they learnt verbally or using labelled diagrams. Find out how magnets are used in everyday life and present findings. <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"> - 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 (Year 3 Term 3) <p>Key Questions (Assessment)</p> <ul style="list-style-type: none"> - Which everyday materials are magnetic or non-magnetic? - What are magnetic poles?- - How do magnets attract or repel each other, depending on which poles are facing?

Computing	French (MFL)	Music	Physical Education
<p>Data and information – Branching databases</p> <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 	<p>Numbers, addition & subtraction, J'ai, Easter</p> <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. - Understand and enjoy an Easter-themed story. - Sing an Easter themed song 	<p>Playing an instrument</p> <ul style="list-style-type: none"> To consolidate recorder skills To consolidate djembe skills To read notation To practise both rhythmic and melodic improvisation To develop a multi-part song To introduce dynamics To create ensemble piece, adding djembe To experience performing in front of audience, showcasing everything learnt in the term 	<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 Expert
<p>Physical Health & Mental Wellbeing</p> <ul style="list-style-type: none"> - pre-assess: reflect on what we already know about keeping healthy - distinguish between the healthy & unhealthy choices we make - identify our healthy and unhealthy habits relating to food, sleep and exercise - consider what affects our feelings - know how we can express and manage our feelings - post-assess show what we now know about keeping healthy and being in charge of our own health 	<p>Sikhism -Guru Nanak and his teachings</p> <p>Learn about what Sikhs believe about God: <i>Sikhs believe in one God symbolised by the Ik Onkar symbol, God created all things</i></p> <ul style="list-style-type: none"> - Identify what Guru mean - Know about Guru Nanak and his teaching - Understand what it means to be equal through Guru Nanak teaching 	<p>6 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 6s - Find patterns within the 6x tables 	<p>Weeks 1 and 2</p> <ul style="list-style-type: none"> -suffix- using ian <p>Weeks 3 and 4</p> <ul style="list-style-type: none"> -prefix-using anti <p>Weeks 5 and 6</p> <ul style="list-style-type: none"> -suffix-using ion
Handwriting	Introducing ss; introducing qu; revising parallel ascenders and descenders; revising joins: letter spacing; revising joins: spacing between words; revising joins: consistency of size		
Story time texts	Funny Bums, Freaky Beaks: and Other Incredible Creature Features - Alex Moss and Sean Taylor		
Texts for writing	The Tempest		