



Medium Term Plan Year: 3 Term: 5

Maths

Week 1 - Fractions - Number - Times Tables concept lesson - add fractions - subtract fractions - partition the whole	Week 2 - Fractions - Number - find unit fractions of a set of objects - find non-unit fractions of a set of objects - reason with fractions of an amount	Week 3 - Money - Measurement - understand pounds and pence and their value - convert pounds and pence	Week 4 - Money - Measurement - add money - subtract money - find change	Week 5 - Time - Measurement - identify Roman numerals to 12 - tell the time to 5 minutes - tell the time to the minute - read time on a digital clock	Week 6 - Time - Measurement - use am and pm to describe times - understand years, months and days - understand days and hours - calculate durations of time in hours and minutes (use start and end times)
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English: Our Tower - Joseph Coelho

Narrative unit (Fantasy)			Non-fiction unit (Instructions)		
Week 1 - use noun phrases - use simple past tense - speak in role - punctuate direct speech	Week 2 - use conjunctions to contrast - use time adverbials - use emotions adjectives - identify present perfect	Week 3 - use present perfect - plan - use personification - use prepositions	Week 4 - punctuate direct speech - use subordinating conjunctions - edit - read composition aloud	Week 5 - identify features of instructions - sequence instructions - rehearse sentences orally - use adverbials of time	Week 6 - use imperative verbs - edit - publish

English Reading - VIPERS

Vocabulary	Inference	Prediction	Explanation	Retrieval	Sequence/Summarise
- identify words or phrases that interest them in the text and explain why.	- infer characters' motives from their stated actions.	- use details from the text to form further predictions.	- identify how language, structure, and presentation contribute to the meaning of non-fiction texts.	N/A	- identify and summarise main ideas drawn from a key paragraph or page.

Science: Plants

<p>Lesson 1:</p> <ul style="list-style-type: none"> -explore parts of a plant and their functions (step 1) -dissect a plant (step 2) <p>Knowledge:</p> <ul style="list-style-type: none"> -Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. <p>Working Scientifically:</p> <ul style="list-style-type: none"> -Use straightforward scientific evidence to answer questions or to support their findings. (step 1) -Talk about criteria for grouping, sorting and classifying (non-statutory). (step 2) <p>Vocabulary:</p> <p>leaf, stem, roots, flower, soil (step 1)</p> <p>leaf, stem, roots, flower, dissection (step 2)</p>	<p>Lesson 2:</p> <ul style="list-style-type: none"> -plan - plant growth (step 3) -Plant - plant growth (step 4) <p>Knowledge:</p> <ul style="list-style-type: none"> -Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. <p>Working Scientifically:</p> <ul style="list-style-type: none"> -Ask relevant questions and use different types of scientific enquiries to answer them. (step 3) -Set up simple practical enquiries, comparative and fair tests. (step 4) <p>Vocabulary:</p> <p>independent variable, dependant variable, controlled variable (step 3)</p> <p>soil, seed, scales, measuring cylinder (step 4)</p>	<p>Lesson 3:</p> <ul style="list-style-type: none"> -investigate water transportation and the stem (step 5) <p>Knowledge:</p> <ul style="list-style-type: none"> -Investigate the way in which water is transported within plants. <p>Working Scientifically:</p> <ul style="list-style-type: none"> -Set up simple practical enquiries, comparative and fair tests. <p>Vocabulary:</p> <p>leaf, stem, roots, flower, water transportation, absorb</p>	<p>Lesson 4:</p> <ul style="list-style-type: none"> -explore seeds (step 6) <p>Knowledge:</p> <ul style="list-style-type: none"> -Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. <p>Working Scientifically:</p> <ul style="list-style-type: none"> -Identify differences, similarities or changes related to simple scientific ideas and processes. <p>Vocabulary:</p> <p>seed, seedling, seed coating, germination</p>	<p>Lesson 5:</p> <ul style="list-style-type: none"> -investigate reproductive parts of plants (step 7) -explore pollination (step 8) <p>Knowledge:</p> <ul style="list-style-type: none"> -Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. <p>Working Scientifically:</p> <ul style="list-style-type: none"> -Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. (step 7) -Use relevant scientific language to discuss their ideas and communicate their findings in ways that are appropriate for different audiences (non-statutory). (step 8) <p>Vocabulary:</p> <p>Flower, petals, stamen, pollen, pistil, eggs, reproductive organs (step 7)</p> <p>Pollination, pollen, stamen, pistil, eggs, pollinators (step 8)</p>	<p>Lesson 6:</p> <ul style="list-style-type: none"> -explore seed dispersal (step 9) -report on the life cycle of plants (step 10) <p>Knowledge:</p> <ul style="list-style-type: none"> -Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. <p>Working Scientifically:</p> <ul style="list-style-type: none"> -Identify differences, similarities or changes related to simple scientific ideas and processes. (step 9) -Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. (step 10) <p>Vocabulary:</p> <p>wind dispersal, animal dispersal, water dispersal, explosion dispersal, seed dispersal (step 9)</p> <p>Seed, germination, pollination, seed dispersal, life cycle (step 10)</p>
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D/T: Saxon style model building/village

Knowledge objective: WALT: Know that the artifacts of Sutton Hoo show that the people of Anglo Saxon Britain were great craftspeople	Knowledge objective: Skill objective: WALT: Use different pencils and techniques to draw from observation WALT: Demonstrate experience in different grades of pencil (2H, HB, 2B, 4B, 6B) and begin to show consideration in the choice of pencil grade they use Vocabulary: Pencil grades: 2H, HB, 2B, 4B, 6B	Knowledge objective: WALT: Know that Anglo Saxon homes were built according to the skills and available materials at the time Skill objective: WALT: Plan and begin to measure and mark out Vocabulary: 3D Model	Knowledge objective: Skill objective: WALT: measure, mark out, cut and shape materials Vocabulary: 3D Model	Knowledge objective: WALT: Know that joining techniques can be used to create and strengthen 3D models Skill objective: WALT: Assemble, join and combine materials/ components Vocabulary: - Attachment and joining techniques: L-brace, tabs	Knowledge objective: Skill objective: WALT: Apply a range of finishing techniques WALT: evaluate a design and a process Vocabulary:
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History

WALT: know who the Anglo Saxons were and where they came from Knowledge objective: Know who the Anglo Saxons were and where they came from. Skill objective: Use a range of sources to find out about a period, including using the library and e-learning for research to answer questions. Vocabulary: migrate	WALT: know when and why the Anglo Saxons came to England Knowledge objective: Know when and why the Anglo Saxons came to England. Skill objective: Identify reasons for and results of people's actions. Vocabulary:	WALT: use a range of sources to know where the Anglo Saxons settled Knowledge objective: Know where the Anglo Saxons settled. Skill objective: Use a range of sources to find out about a period, including using the library and e-learning for research to answer questions. Vocabulary: settler, settlement	WALT: understand how the Anglo Saxons lived Knowledge objective: Understand how we know about the Anglo Saxons and where they lived. Skill objective: Use a range of sources to find out about a period, including using the library and e-learning for research to answer questions. Vocabulary:	WALT: know who the Scots were and where they came from Knowledge objective: Know who the Scots were and where they came from. Skill objective: Vocabulary:	WALT: know that Britain has been invaded by several different groups over time Knowledge objective: Know how the Scots tried to invade. Skill objective: Know that Britain has been invaded by several different groups over time. Vocabulary: invasion, invade
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Computing	French (MFL)	Music	Physical Education
Creating media – Desktop publishing - recognise how text and images convey information - recognise that text and layout can be edited - choose appropriate page settings - add content to a desktop publishing publication - consider how different layouts can suit different purposes - consider the benefits of desktop publishing	Articles, ‘je voudrais,’ conjunctions - Use definite (<i>le, la, les</i>) and indefinite (<i>un, une, des</i>) articles - Understand the phrase Qu’est-ce que tu voudrais? - Use the phrase je voudrais in appropriate contexts. - Create sentences using the language j’adore/ je déteste ... mais je voudrais. - Extend sentences with <i>mais et and aussi</i> . - Ask questions with <i>c’est qui?</i>	Playing an instrument - Hold the djembe correctly and play simple unison rhythms - Hold a recorder correctly and play music - Play simple patterns on the glockenspiel using one beater - Maintain own part within an ensemble performance (3 different parts) - Identify features of the music they engage with - Describe in simple terms how choices of pitch, tempo, dynamics and timbre create different moods in music - Make simple judgements about the success of performances and peers and give simple constructive feedback.	Athletics. - challenge ourselves in running, jumping and throwing tasks - accelerate over short distances. - run and jump using one-footed take-off. - use a sling action to throw a discus. - run on a curve and exchange a baton in our team - apply the skills we have developed in a competitive way.
PSHE	Religious Education	Times tables	Handwriting
<u>Relationships : Friends and Families</u> -understand what makes a good friend -know how to maintain friendships -understand the importance of family relationships -identify different sorts of families -recognise problems in family relationships and know when to ask for help	Sikhism Unit2 Sikh teaching and life -Understanding Sikh teachings by exploring their customs and traditions. -Identifying the important rules that Sikhs follow in their daily lives. -Learn the role of the Gurus in supporting Sikhs to practice their faith. - Identify places of worship, special celebrations and the importance of equality.	Understand and recall the square times table.	Revision: letter spacing; spacing between words; consistency of size; fluency and parallel ascending.
Word Expert	Term 5-prefix 'super'		
Story time texts	How To Be Extraordinary - Rashmi Sirdeshpande		
Texts for writing	Our Tower by Joseph Cohello		