



## Medium Term Plan Year: 3 Term: 5

### Maths

<p><b>Week 1 - Measurement - Mass and capacity</b> Fractions - <i>Number</i></p> <ul style="list-style-type: none"> <li>- Equivalent capacities and volumes (litres and millilitres)</li> <li>- Compare capacity and volume</li> <li>- Add and subtract capacity and volume</li> <li>- Add fractions</li> </ul>	<p><b>Week 2 - Fractions</b></p> <ul style="list-style-type: none"> <li>- Subtract fractions</li> <li>- Partition the whole</li> <li>- Find unit fractions of a set of objects</li> <li>- Find non-unit fractions of a set of objects</li> </ul>	<p><b>Week 3 - Money - Measurement</b></p> <ul style="list-style-type: none"> <li>- Reason with fractions of an amount</li> <li>- Understand pounds and pence</li> <li>- Convert pounds and pence</li> </ul>	<p><b>Week 4 - Money - Measurement</b></p> <ul style="list-style-type: none"> <li>- Add money</li> <li>- Subtract money</li> <li>- Find change</li> </ul>	<p><b>Week 5 - Time - Measurement</b></p> <ul style="list-style-type: none"> <li>- Identify Roman numerals to 12</li> <li>- Tell the time to 5 minutes</li> <li>- Tell the time to the minute</li> <li>- Read time on a digital clock</li> </ul>	<p><b>Week 6 - Time - Measurement</b></p> <ul style="list-style-type: none"> <li>- Use am and pm</li> <li>- Understand years, months and days</li> <li>- Understand days and hours</li> <li>- Calculate durations of time in hours and minutes (use start and end times)</li> </ul> <p><i>Remainder of objectives to be covered in Wk 1 - Term 6</i></p>
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### English Writing

Non-fiction unit (Diary Entry)			Narrative unit (Narrative Dilemma)		
<p><b>Week 1</b></p> <ul style="list-style-type: none"> <li>- ask questions.</li> <li>- use present progressive.</li> <li>- use senses to describe.</li> </ul>	<p><b>Week 2</b></p> <ul style="list-style-type: none"> <li>- justify inferences.</li> <li>- use possessive apostrophes.</li> <li>- use modal verbs.</li> <li>- infer a character's emotions.</li> </ul>	<p><b>Week 3</b></p> <ul style="list-style-type: none"> <li>- create noun phrases.</li> <li>- use powerful verbs.</li> <li>- explore features of a diary entry.</li> <li>- plan.</li> </ul>	<p><b>Week 4</b></p> <ul style="list-style-type: none"> <li>- use adverbials of time.</li> <li>- edit and present.</li> <li>- group words.</li> </ul>	<p><b>Week 5</b></p> <ul style="list-style-type: none"> <li>- use adjectives.</li> <li>- use expanded noun phrases.</li> <li>- plan.</li> <li>- use past tense.</li> </ul>	<p><b>Week 6</b></p> <ul style="list-style-type: none"> <li>- use conjunctions.</li> <li>- use inverted commas for speech.</li> <li>- edit.</li> <li>- perform work.</li> </ul>

### English Reading - VIPERS

<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>- Explain the meaning of words in context</li> </ul>	<p><b>Infer</b></p> <ul style="list-style-type: none"> <li>- Draw inferences with evidence from the text</li> </ul>	<p><b>Prediction</b></p> <ul style="list-style-type: none"> <li>- say what they think will happen next</li> </ul>	<p><b>Explanation</b></p> <ul style="list-style-type: none"> <li>- Read and understand what they have read</li> </ul>	<p><b>Retrieval</b></p> <ul style="list-style-type: none"> <li>- Retrieve and record information</li> </ul>	<p><b>Sequence/Summarise</b></p> <ul style="list-style-type: none"> <li>- Summarise the main ideas of what they have read</li> </ul>
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Art: Mosaics - Classical Roman & Gaudi Trencadis	History focus: The Roman Empire	Science: Plants
<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- know that mosaics are an artform which have been used in different times in history</li> <li>- know that mosaics can be created in different styles</li> <li>- know that the Ancient Romans created mosaics</li> <li>- know that Gaudi was an artist who used mosaics in a style known as trencadis</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Explore the work of artists and craft makers expressing thoughts and feelings about art from other cultures and other periods of time</li> <li>- Use a sketchbook to make plans, record experimentations as well as try out ideas and plan colours</li> <li>- Use equipment and media responsibly with confidence.</li> <li>- Learn to join two parts successfully and to secure work to continue at a later date</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>- Mosaic, tiles, adhesive, grout</li> <li>- pattern, repetition, symmetry</li> <li>- architect</li> <li>- trencadis</li> </ul> <p><b>Learning Revisited</b></p> <ul style="list-style-type: none"> <li>- Use equipment and media safely and correctly with increasing confidence (clay sculpture).</li> </ul> <p><b>Key Questions (Assessment)</b></p> <ul style="list-style-type: none"> <li>- What are mosaics and how are they made?</li> <li>- Who was Antoni Gaudi?</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know why the Romans invaded Britain</li> <li>- Know how the Romans kept control over such a vast empire</li> <li>- Know how we know about life during Roman times</li> <li>- Know how Boudica stood up to the Romans</li> <li>- Know when and why the Roman Empire ended</li> <li>- Know how the Romans still impact our lives today</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Use a timeline within a specific time in history to set out the order things may have happened</li> <li>- Know that Britain has been invaded by several different groups over time</li> <li>- Describe some of the main changes in Britain, resulting from an event (an invasion)</li> <li>- Appreciate that wars have happened from a very long time ago and are often associated with invasion</li> <li>- Explain how a significant individual of a period influenced change</li> </ul> <p><b>Vocabulary</b></p> <p>Romans, Celts, conquer, conquest, empire, emperor, frontier, invade, invasion, legion, rebellion, Boudica</p> <p><b>Learning Revisited</b></p> <ul style="list-style-type: none"> <li>- How did people hunt and farm in the Stone Age?</li> <li>- How did homes and settlements change during the Stone Age, Bronze Age and Iron Age?</li> <li>- What did Historians learn from studying the Cheddar Man and Skara Brae?</li> <li>- How and Why do Historians think Stonehenge was built?</li> <li>- Who were the Celts and how did they make Iron?</li> <li>- Why did the Celts build Hill Forts?</li> </ul> <p><b>Key Questions (Assessment)</b></p> <ul style="list-style-type: none"> <li>- Why did the Romans invade Britain?</li> <li>- Why did Boudica stand up to the Romans and what image do we have of her today?</li> <li>- How were the Romans able to keep control over such a vast empire?</li> <li>- How did the Roman lifestyle contrast with the Celtic lifestyle?</li> <li>- Why did the 400 year empire end?</li> <li>- How do the Romans still impact our lives today?</li> </ul>	<p><b>Knowledge (Scientific understanding)</b></p> <ul style="list-style-type: none"> <li>- Know how to identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>- Know and 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</li> <li>- Know and investigate the way in which water is transported within plants</li> </ul> <p>Please note, exploring the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal is taught in Term 6</p> <p><b>Skills (Working Scientifically)</b></p> <p><b>Observing over time: To evaluate an enquiry</b></p> <p>Suggest improvements to the investigation or suggest new questions arising from the investigation</p> <p>e.g. Observe celery (with roots and leaves) in coloured water, or white carnations (freshly cut) in coloured water</p> <p><b>Pattern seeking: To plan an enquiry</b></p> <p>Decide what to measure or observe</p> <p>e.g. Investigate what happens when conditions are changed e.g. more/less light/water, change in temperature, nutrients (Baby Bio vs other brands)</p> <p><b>Pattern seeking: To take measurements</b></p> <p>Measure using standard units where not all the numbers are marked on the scale</p> <p>e.g. Investigate what happens when conditions are changed</p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>- leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud (Yr 1)</li> <li>- light, shade, Sun, warm, cool, water, space, grow, healthy, bulb, germinate, shoot, seedling (Yr 2)</li> <li>- air, nutrients, minerals, soil, absorb, transport. Photosynthesis (New yr 3 vocabulary)</li> </ul> <p><b>Key Questions (Assessment)</b></p> <ul style="list-style-type: none"> <li>- What are the different parts and functions of a flowering plant?</li> <li>- What are the requirements of plants for life and growth?</li> <li>- How and why do a plant's requirements for life and growth vary from plant to plant?</li> <li>- How is water transported within plants?</li> </ul>

Computing	French (MFL)	Music	Physical Education
<p><b>Creating media – Desktop publishing</b></p> <ul style="list-style-type: none"> <li>- recognise how text and images convey information</li> <li>- recognise that text and layout can be edited</li> <li>- choose appropriate page settings</li> <li>- add content to a desktop publishing publication</li> <li>- consider how different layouts can suit different purposes</li> <li>- consider the benefits of desktop publishing</li> </ul>	<p><b>Articles, ‘je voudrais,’ conjunctions</b></p> <ul style="list-style-type: none"> <li>- Use definite (<i>le, la, les</i>) and indefinite (<i>un, une, des</i>) articles</li> <li>- Understand the phrase <i>Qu’est-ce que tu voudrais?</i></li> <li>- Use the phrase <i>je voudrais</i> in appropriate contexts.</li> <li>- Create sentences using the language <i>j’adore/ je déteste ... mais je voudrais.</i></li> <li>- Extend sentences with <i>mais et and aussi.</i></li> <li>- <i>Ask questions with c’est qui?</i></li> </ul>	<p><b>Playing an instrument</b></p> <ul style="list-style-type: none"> <li>- Hold the djembe correctly and play simple unison rhythms</li> <li>- Hold a recorder correctly and play music</li> <li>- Play simple patterns on the glockenspiel using one beater</li> <li>- Maintain own part within an ensemble performance (3 different parts)</li> <li>- Identify features of the music they engage with</li> <li>- Describe in simple terms how choices of pitch, tempo, dynamics and timbre create different moods in music</li> <li>- Make simple judgements about the success of performances and peers and give simple constructive feedback.</li> </ul>	<p><b>Athletics - Sports Day!</b></p> <ul style="list-style-type: none"> <li>- Identify and demonstrate how different running techniques can affect their performance.</li> <li>- Focus on their arm and leg action.</li> <li>- Begin to combine running with jumping over hurdles.</li> <li>- Throw greater control and accuracy.</li> <li>- Show increasing control in their overarm throw.</li> <li>- Continue to develop techniques to throw for increased distance.</li> <li>- Move with the ball in a variety of ways with some control.</li> <li>- Work as a team to competitively perform a relay.</li> </ul>
PSHE	Religious Education	Mastering Number	Word Expert
<p><b>Respecting Ourselves and Others</b></p> <ul style="list-style-type: none"> <li>-Present our understanding of Race and Racism (pre-assessment)</li> <li>-Understand the importance of self-respect and respect for others</li> <li>-Talk comfortably about Race and Racism</li> <li>-Define anti-racism</li> <li>-Know what a stereotype is</li> <li>-Recognise and challenge some myths and present our new understanding (post-assessment)</li> </ul>	<p><b>Sikhism - Sikh teaching and life</b></p> <ul style="list-style-type: none"> <li>-Understanding Sikh teachings by exploring their customs and traditions.</li> <li>-Identifying the important rules that Sikhs follow in their daily lives.</li> <li>-Learn the role of the Gurus in supporting Sikhs to practice their faith.</li> <li>- Identify places of worship, special celebrations and the importance of equality.</li> </ul>	<p><b>12 x tables</b></p> <ul style="list-style-type: none"> <li>- Identify the number in a group (multiplicand)</li> <li>- Identify the number of groups (multiplier)</li> <li>- Recognise the number in a group and the number of groups equal to an amount (product)</li> <li>- Count in 12s</li> <li>- Find patterns within the 12x tables</li> </ul>	<p><b>Weeks 1 and 2</b></p> <ul style="list-style-type: none"> <li>-prefix- using super</li> </ul> <p><b>Weeks 3 and 4</b></p> <ul style="list-style-type: none"> <li>-prefix-using sub</li> </ul> <p><b>Weeks 5 and 6</b></p> <ul style="list-style-type: none"> <li>-suffix-using ous</li> </ul>
<b>Handwriting</b>	Revising joins: consistency of size; revising joins: fluency; revising joins: parallel ascenders; revising joins: parallel ascenders and descenders; revising horizontal join from r to an anti-clockwise letter: rs; revising break letters		
<b>Story time texts</b>	The Proudest Blue - Ibtihaj Muhammad		
<b>Texts for writing</b>	Escape to Pompeii		