



Medium Term Plan Year: 3 Term: 5

Maths

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

English Writing

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

English Reading - VIPERS

<p>Vocabulary</p> <ul style="list-style-type: none"> - Explain the meaning of words in context 	<p>Infer</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
--	---	---	---	---	--

Art: Mosaics - Classical Roman & Gaudi Trencadis	History focus: The Roman Empire	Science: Plants
<p>Knowledge</p> <ul style="list-style-type: none"> - know that mosaics are an artform which have been used in different times in history - know that mosaics can be created in different styles - know that the Ancient Romans created mosaics - know that Gaudi was an artist who used mosaics in a style known as trencadis <p>Skills</p> <ul style="list-style-type: none"> - Explore the work of artists and craft makers expressing thoughts and feelings about art from other cultures and other periods of time - Use a sketchbook to make plans, record experimentations as well as try out ideas and plan colours - Use equipment and media responsibly with confidence. - Learn to join two parts successfully and to secure work to continue at a later date <p>Vocabulary</p> <ul style="list-style-type: none"> - Mosaic, tiles, adhesive, grout - pattern, repetition, symmetry - architect - trencadis <p>Learning Revisited</p> <ul style="list-style-type: none"> - Use equipment and media safely and correctly with increasing confidence (clay sculpture). <p>Key Questions (Assessment)</p> <ul style="list-style-type: none"> - What are mosaics and how are they made? - Who was Antoni Gaudi? 	<p>Knowledge</p> <ul style="list-style-type: none"> - Know why the Romans invaded Britain - Know how the Romans kept control over such a vast empire - Know how we know about life during Roman times - Know how Boudica stood up to the Romans - Know when and why the Roman Empire ended - Know how the Romans still impact our lives today <p>Skills</p> <ul style="list-style-type: none"> - Use a timeline within a specific time in history to set out the order things may have happened - Know that Britain has been invaded by several different groups over time - Describe some of the main changes in Britain, resulting from an event (an invasion) - Appreciate that wars have happened from a very long time ago and are often associated with invasion - Explain how a significant individual of a period influenced change <p>Vocabulary</p> <p>Romans, Celts, conquer, conquest, empire, emperor, frontier, invade, invasion, legion, rebellion, Boudica</p> <p>Learning Revisited</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 Stoenhenge was built? - Who were the Celts and how did they make Iron? - Why did the Celts build Hill Forts? <p>Key Questions (Assessment)</p> <ul style="list-style-type: none"> - Why did the Romans invade Britain? - Why did Boudica stand up to the Romans and what image do we have of her today? - How were the Romans able to keep control over such a vast empire? - How did the Roman lifestyle contrast with the Celtic lifestyle? - Why did the 400 year empire end? - How do the Romans still impact our lives today? 	<p>Knowledge (Scientific understanding)</p> <ul style="list-style-type: none"> - Know how to identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers - 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 - Know and investigate the way in which water is transported within plants <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>Skills (Working Scientifically)</p> <p>Observing over time: To evaluate an enquiry</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>Pattern seeking: To plan an enquiry</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>Pattern seeking: To take measurements</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>Vocabulary</p> <ul style="list-style-type: none"> - leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud (Yr 1) - light, shade, Sun, warm, cool, water, space, grow, healthy, bulb, germinate, shoot, seedling (Yr 2) - air, nutrients, minerals, soil, absorb, transport. Photosynthesis (New yr 3 vocabulary) <p>Key Questions (Assessment)</p> <ul style="list-style-type: none"> - What are the different parts and functions of a flowering plant? - What are the requirements of plants for life and growth? - How and why do a plant's requirements for life and growth vary from plant to plant? - How is water transported within plants?

Computing	French (MFL)	Music	Physical Education
<p>Creating media – Desktop publishing</p> <ul style="list-style-type: none"> - 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 	<p>Articles, ‘je voudrais,’ conjunctions</p> <ul style="list-style-type: none"> - 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>. - <i>Ask questions with c’est qui?</i> 	<p>Playing an instrument</p> <ul style="list-style-type: none"> - 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. 	<p>Athletics - Sports Day!</p> <ul style="list-style-type: none"> - Identify and demonstrate how different running techniques can affect their performance. - Focus on their arm and leg action. - Begin to combine running with jumping over hurdles. - Throw greater control and accuracy. - Show increasing control in their overarm throw. - Continue to develop techniques to throw for increased distance. - Move with the ball in a variety of ways with some control. - Work as a team to competitively perform a relay.
PSHE	Religious Education	Mastering Number	Word Expert
<p>Respecting Ourselves and Others</p> <ul style="list-style-type: none"> -Present our understanding of Race and Racism (pre-assessment) -Understand the importance of self-respect and respect for others -Talk comfortably about Race and Racism -Define anti-racism -Know what a stereotype is -Recognise and challenge some myths and present our new understanding (post-assessment) 	<p>Sikhism - Sikh teaching and life</p> <ul style="list-style-type: none"> -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. 	<p>12 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 12s - Find patterns within the 12x tables 	<p>Weeks 1 and 2</p> <ul style="list-style-type: none"> -prefix- using super <p>Weeks 3 and 4</p> <ul style="list-style-type: none"> -prefix-using sub <p>Weeks 5 and 6</p> <ul style="list-style-type: none"> -suffix-using ous
Handwriting	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		
Story time texts	The Proudest Blue - Ibtihaj Muhammad		
Texts for writing	Escape to Pompeii		