

Spring Term Medium Term Planning Yr 3 2019 (Second Half)

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>Numeracy</p>	<p><u>Measurement Length and Perimeter</u></p> <p>Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). Measure the perimeter of simple 2D shapes. Small steps</p> <ul style="list-style-type: none"> • Measure length • Equivalent lengths - m & cm • Equivalent lengths - mm & cm • Compare lengths • Add lengths • Subtract lengths • Measure perimeter • Calculate perimeter 			<p><u>Fractions</u></p> <p>Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10</p> <p>Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.</p> <p>Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. Solve problems that involve all of the above</p> <p>Small steps</p> <ul style="list-style-type: none"> • Unit and non-unit fractions • Making the whole • Tenths • Count in tenths • Tenths as decimals • Fractions of a number line • Fractions of a set of objects 	<p><u>Consolidation</u></p>	
<p>Literacy</p>	<p>Spoken language Reading- word</p> <ul style="list-style-type: none"> - apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet - read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 			<p>Spelling</p> <ul style="list-style-type: none"> - use further prefixes and suffixes and understand how to add them (English Appendix 1) - spell further homophones - spell words that are often misspelt (English Appendix 1) - place the possessive apostrophe accurately in words 		

Reading - Comprehension

- develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

Spoken language

- discussing words and phrases that capture the reader's interest and imagination

Reading Comprehension

with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]

- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

Handwriting

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Writing - composition

- plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas
- draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- organising paragraphs around a theme
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole

	<ul style="list-style-type: none"> - identifying how language, structure, and presentation contribute to meaning <p>Spelling</p> <ul style="list-style-type: none"> - place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] <p>Writing vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although - <p>Writing composition</p> <ul style="list-style-type: none"> organising paragraphs around a theme 	<p>class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>Writing-vocabulary, grammar and punctuation</p> <p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although - using the present perfect form of verbs in contrast to the past tense - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - using conjunctions, adverbs and prepositions to express time and cause - using fronted adverbials - learning the grammar for years 3 and 4 in English Appendix 2 <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> - using commas after fronted adverbials - indicating possession by using the possessive apostrophe with plural nouns - using and punctuating direct speech - use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.
	<p>Focus genre: Poetry - Calligram x 3 weeks Instructional text x 3 weeks</p>	
<p>Computing</p>	<p><u>We are network engineers</u> Understand computer networks, including the internet; how they can provide multiple services. Use technology safely, respectfully and responsibly; recognise unacceptable/unacceptable behaviour; Identify a range of ways to report concerns about content and contact.</p>	

<p>IPC Includes: Science History Geography Art Music D & T</p>	<p><u>Active Planet</u></p> <p>The tectonic plates that form the Earth's crust are always moving. Even the smallest movement can cause huge earthquakes, volcanoes and tsunamis that devastate communities across wide areas.</p> <ul style="list-style-type: none"> • In geography we'll be looking at how the Earth was found. What a volcano island is and where they are in the world what causes an earthquake and how they are measured. • In science we will be looking at solids, liquids and gases in volcanoes. What happens when a volcano erupts, what happens when rock melts and how volcanoes can give off poisonous gases.. • In music we will be finding out how to use instruments to make sound pictures and how to compose our own piece of music. • In history we will be looking at the devastation of Pompeii. • In art we be looking at hot and cold colours and about using different materials and techniques to represent a volcano.
<p>Science</p>	<p><u>Working scientifically</u></p> <ul style="list-style-type: none"> • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables <p><u>States of matter</u></p> <ul style="list-style-type: none"> • compare and group materials together, according to whether they are solids, liquids • or gases • observe that some materials change state when they are heated or cooled, and • measure or research the temperature at which this happens in degrees Celsius (°C)
<p>History</p>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding British and world history, establishing clear narratives within and across the periods they study.</p> <ul style="list-style-type: none"> • the achievements of the earliest civilizations - The Romans - the devastation of Pompeii
<p>Geography</p>	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> • locate the world's countries, using maps to focus on Europe and the America <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> • describe and understand key aspects of: physical geography, including climate zones, <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Art	<ul style="list-style-type: none"> improve their mastery of art and design techniques, including drawing, with a range of materials [for example, pencil and clay]
Music	<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music
D & T	<p><u>Design</u></p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups <p><u>Make</u></p> <ul style="list-style-type: none"> select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p><u>Evaluate</u></p> <ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world <p><u>Cooking and nutrition</u></p> <ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
PE	<p>Invasion Games (Outdoor)</p> <ul style="list-style-type: none"> play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending <p>(Indoor)</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns
Languages	<p><u>Focus topic: 'Les sports'</u></p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.
PSHE/Citizenship/SEAL	<p><u>Daring to be different</u></p> <ul style="list-style-type: none"> Identity and self esteem Difference and diversity Peer influence and assertiveness
RE Devon Agreed Syllabus	<p>We shall be exploring how and why people express their beliefs in different ways.</p>

Environmental Work	Maintaining the allotted area of the school grounds. Using the outdoor school environment where possible to enhance lessons and lesson objectives. Each class has an eco councillor who meets weekly to discuss environmental issues in school. Forest School
Cultural Awareness	To learn about the tradition and culture within our host country; USA