

Medium Term Planning

Spring Term

Year 3	Spring 1	Spring 2
Theme/Topic	The Ancient Egyptians	The Ancient Egyptians
Visit/Visitors	Oriental Garden / University Museum: Ancient Egyptians	Wharton Park: Chief pollinator and the Seed Navigator workshop
RE	<p>Local Church – Community: Journeys</p> <p>To know the Christian family’s journey with Jesus through the Church year</p> <p>Eucharist – Relating: Listening and Sharing</p> <p>To listen to the Word of God and share in Holy Communion</p> <p>Lent / Easter – Giving: Giving All</p> <p>To know and understand lent as a time to remember Jesus’ total giving</p> <p>Other World Faiths: Islam</p> <p>To know Friday is a day of special prayer. Call to prayer. To know how Muslim people worship</p>	
English Literature	<p>There’s A Pharaoh in the Bath: Jeremy Strong</p> <p>DLR Poetry collection</p> <p>Wordsmith:</p> <p>Performance Poetry (3:1)</p> <p>Playing with Words (3:2)</p> <p>Shape Poems (3:3)</p> <p>Film Unit:</p> <p>Treasure</p>	<p>Egyptians (non-fiction) DK</p> <p>Wordsmith:</p> <p>Was Tutankhamen killed?</p> <p>Ottoline and the Yellow Cat</p> <p>Film Unit:</p> <p>Ride of Passage</p>
Reading	<p>To begin to use a range of strategies when reading independently</p> <p>To self-correct using appropriate strategies</p>	

	<p>To discuss the meaning of new words based on understanding of root words, prefixes and suffixes</p> <p>To begin to read ahead looking for clues to determine meaning</p> <p>To begin to read silently for short periods of time</p> <p>To read books that are structured in different ways</p> <p>To begin to ask questions to improve understanding of the text</p> <p>To recognise the author makes choices regarding the vocabulary used</p> <p>To discuss words and phrases that capture the reader's interest and imagination</p> <p>To recognise that authors make choices regarding the layout of text /information</p> <p>To explain how the structure of a text has an impact on the reader</p> <p>To begin to recognise different forms of poetry</p> <p>To select books based on awareness of reading preferences</p>
Writing	<p>To use headings and sub-headings to aid presentation</p> <p>To write for a range of real purposes and audiences as part of their work across the curriculum</p> <p>To read aloud own writing using appropriate intonation</p>
Spelling	<p>To spell words with the /i/ sound spelt y elsewhere than at the end of words</p> <p>The possessive apostrophe with regular plural words</p> <p>To spell words using the prefixes; <i>un, dis, mis, in, im, il, ir, re, sub, inter, super, anti, auto</i></p> <p>The formation of nouns using a range of prefixes such as <i>super, anti, auto</i></p>
Grammar, Punctuation and Vocabulary	<p>To begin to use apostrophe for plural possession</p> <p>To begin to use inverted commas to punctuate direct speech</p> <p>To understand main clauses</p> <p>To select words for effect to support purpose and engage readers' interest</p>

Speaking and Listening	<p>To give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>To speak audibly and fluently with an increasing command of Standard English</p>		
Mathematics	<p>Multiplication and Division</p> <ul style="list-style-type: none"> To write and calculate mathematical statements for multiplication and division using the multiplication tables that they know including for 2-digit numbers times 1-digit numbers, using mental and progressing to formal written methods To solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects <p>Measurement</p> <ul style="list-style-type: none"> To measure, compare, add and subtract: lengths To add and subtract amounts of money to give change, using both £ and p in practical contexts <p>Statistics</p> <ul style="list-style-type: none"> To interpret and present data using bar charts, pictograms and tables To solve one and two-step questions using information presented in scaled bar charts, pictograms and tables 	<p>Fractions</p> <ul style="list-style-type: none"> To count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing 1-digit numbers or quantities by 10 To recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators To recognise and show, using diagrams, equivalent fractions with small denominators To add and subtract fractions with the same denominator within one whole To compare and order unit fractions, and fractions with the same denominator To solve problems that involve all of the above 	
Science	Computing	Design Technology	PE
<p>Content: Biology</p> <p>Plants: Roots and shoots</p> <p>Working Scientifically</p> <p>To ask relevant questions and using different types of scientific enquiries to answer them.</p>	<p>Skills/Success Criteria:</p> <p>To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish goals, including</p>	<p>Content: Control</p> <p>To make an Egyptian book with moving parts and a surprise on every page</p> <p>Skills/Success Criteria:</p>	<p>Content: Dance, games, gymnastics, swimming and pedestrian training</p> <p>Skills/Success Criteria:</p> <p>Swimming:</p>

<p>To set up simple practical enquiries and comparative and fair tests.</p> <p>To make systematic and careful observations and, where appropriate, take accurate measurements using standard units.</p> <p>To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>To use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>Skills/Success Criteria:</p> <p>To explore the requirements of plants for life and growth</p> <p>To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>Investigate the way in which water is transported within plants.</p> <p>Content: Physics</p> <p>Forces: Amazing magnets</p> <p>Working Scientifically</p> <p>To set up simple practical enquiries and comparative and fair tests.</p> <p>To make systematic and careful observations and, where appropriate, take accurate measurements using</p>	<p>collecting, analysing, evaluating and presenting data and information</p> <p>Computer Science:</p> <p>To add loops or procedures to create repeating patterns</p> <p>Digital Literacy:</p> <p>To use the internet safely to search effectively for information</p> <p>Graphics:</p> <p>To take, adapt or create images to enhance or further develop their work</p> <p>Working with data:</p> <p>To search, sort and graph information</p>	<p>To know how to use mechanical structures in products</p> <p>To know how to strengthen, stiffen and reinforce more complex structures</p>	<p>To swim competently, confidently and proficiently over a distance of 25m</p> <p>To use a range of strokes effectively</p> <p>To perform safe self-rescue in different water-based situations</p> <p>Net and Wall Games:</p> <p>To practise skills in isolation and combination</p> <p>To work well as a team in competitive games</p> <p>To apply the basic techniques of attacking and defending</p> <p>To develop an understanding of fair play</p> <p>Dance:</p> <p>To experience different dance styles</p> <p>To choreograph, practise and perform a dance to an audience</p> <p>Gymnastics:</p> <p>To sequence rolling, balance and jumping movements in gymnastics</p>
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<p>standard units, using a range of equipment</p> <p>To ask relevant questions and use different types of scientific enquiries to answer them.</p> <p>To use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>Skills/Success Criteria:</p> <p>To compare how things move on different surfaces</p> <p>To notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>To 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</p> <p>To observe how magnets attract or repel each other and attract some materials and not others.</p> <p>To describe magnets as having two poles.</p>			
Geography	History	Music	Art & Design
	<p>Content: The Ancient Egyptians</p> <p>Skills/Success Criteria:</p> <p>To develop an increasingly secure chronological knowledge and understanding of history</p>	<p>Content:</p> <p>in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, f</p>	<p>Content: Portraits</p> <p>Skills/Success Criteria:</p> <p>To improve mastery of art and design techniques including drawing, painting, and sculpture with a range of materials</p>

	<p>To develop and use appropriate subject terminology</p> <p>To suggest where we might find answers to questions considering a range of sources</p> <p>To understand that knowledge about the past is constructed from a variety of sources</p> <p>To be aware that different versions of the past may exist and begin to suggest reasons for this</p> <p>To identify some of the results of historical events, situations and changes</p> <p>To identify and begin to describe historically significant people and events in situations</p>	<p>Skills/Success Criteria:</p> <p>To use voices to create and control sounds</p> <p>To keep in time with a steady pulse</p> <p>To play singing games</p> <p>To use graphic notation</p> <p>To contribute to class performances</p> <p>To identify and control different ways instruments make sounds</p>	
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