

Medium Term Planning

Spring Term

Year 3	Spring 1	Spring 2
Theme/Topic	The Ancient Egyptians	The Ancient Egyptians
Visit/Visitors	<b>Great North Museum (Hancock):</b> Ancient Egyptians <b>Wharton Park:</b> Chief pollinator and the Seed Navigator workshop	
RE	<b>Local Church – Community: Journeys</b> To know the Christian family’s journey with Jesus through the Church year <b>Eucharist – Relating: Listening and Sharing</b> To listen to the Word of God and share in Holy Communion <b>Lent / Easter – Giving: Giving All</b> To know and understand lent as a time to remember Jesus’ total giving	
English Literature	<b>Secrets of a Sun King:</b> Emma Carroll <b>I Asked the Little Boy Who Cannot See:</b> Anon (DLR Poetry collection) <b>Film Unit:</b> Treasure	<b>Non-fiction – Pop-up poster: Ancient Egypt</b> <b>Film Unit:</b> Ride of Passage
Reading	To begin to use a range of strategies when reading independently To self-correct using appropriate strategies To <b>discuss the meaning of new words based on understanding of root words, prefixes and suffixes</b> To begin to read ahead looking for clues to determine meaning To begin to read silently for short periods of time To <b>read books that are structured in different ways</b>	

	<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 <b>discuss words and phrases that capture the reader's interest and imagination</b></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>	
<b>Writing</b>	<p>To <b>use headings and sub-headings to aid presentation</b></p> <p>To write for a range of real purposes and audiences as part of their work across the curriculum</p> <p>To <b>read aloud own writing using appropriate intonation</b></p>	
<b>Spelling</b>	<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>	
<b>Grammar, Punctuation and Vocabulary</b>	<p>To <b>begin to use apostrophe for plural possession</b></p> <p>To <b>begin to use inverted commas to punctuate direct speech</b></p> <p>To <b>understand main clauses</b></p> <p>To select words for effect to support purpose and engage readers' interest</p>	
<b>Speaking and Listening</b>	<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>	
<b>Mathematics</b>	<b>Multiplication and Division</b>	<b>Fractions</b>

	<ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>To measure, compare, add and subtract: lengths</li> <li>To add and subtract amounts of money to give change, using both £ and p in practical contexts</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>To interpret and present data using bar charts, pictograms and tables</li> <li>To solve one and two-step questions using information presented in scaled bar charts, pictograms and tables</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>To recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</li> <li>To recognise and show, using diagrams, equivalent fractions with small denominators</li> <li>To add and subtract fractions with the same denominator within one whole</li> <li>To compare and order unit fractions, and fractions with the same denominator</li> <li>To solve problems that involve all of the above</li> </ul>	
Science	Computing	Design Technology	PE
<p><b>Content:</b> Biology</p> <p><b>Plants:</b> Roots and shoots</p> <p><b>Working Scientifically</b></p> <p>To ask relevant questions and using different types of scientific enquiries to answer them.</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><b>Skills/Success Criteria:</b></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 collecting, analysing, evaluating and presenting data and information</p> <p><b>Computer Science:</b></p> <p>To add loops or procedures to create repeating patterns</p> <p><b>Digital Literacy:</b></p>	<p><b>Content:</b> Control</p> <p>To make an Egyptian book with moving parts and a surprise on every page</p> <p><b>Skills/Success Criteria:</b></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><b>Content:</b> Dance, games and gymnastics</p> <p><b>Skills/Success Criteria:</b></p> <p><b>Net and Wall Games:</b></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><b>Dance:</b></p> <p>To experience different dance styles</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><b>Skills/Success Criteria:</b></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><b>Content:</b> Physics</p> <p><b>Forces:</b> Amazing magnets</p> <p><b>Working Scientifically</b></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, 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 the internet safely to search effectively for information</p> <p><b>Graphics:</b></p> <p>To take, adapt or create images to enhance or further develop their work</p> <p><b>Working with data:</b></p> <p>To search, sort and graph information</p>		<p>To choreograph, practise and perform a dance to an audience</p> <p><b>Gymnastics:</b></p> <p>To sequence rolling, balance and jumping movements in gymnastics</p>
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<p>To use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p><b>Skills/Success Criteria:</b></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>			
<p><b>RSE</b></p>	<p><b>History</b></p>	<p><b>Music</b></p>	<p><b>Art &amp; Design</b></p>
<p><b>Friends, Family and Others</b></p> <p>To know ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong;</p> <p>To know that there are different types of relationships including those between acquaintances, friends, relatives and family;</p> <p>To know that good friendship is when both persons enjoy each other's company and also want what is truly best for the other;</p>	<p><b>Content:</b> The Ancient Egyptians</p> <p><b>Skills/Success Criteria:</b></p> <p>To develop an increasingly secure chronological knowledge and understanding of history</p> <p>To develop and use appropriate subject terminology</p>	<p><b>Content:</b></p> <p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p><b>Skills/Success Criteria:</b></p> <p>To use voices to create and control sounds</p> <p>To keep in time with a steady pulse</p>	<p><b>Content:</b> Drawing</p> <p><b>Skills/Success Criteria:</b></p> <p>To improve mastery of drawing techniques including shape and shading</p>

<p>To know the difference between a group of friends and a 'clique'.</p> <p><b>When Things Feel Bad</b></p> <p>To develop a greater awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying; To learn about harassment and exploitation in relationships, including physical and emotional abuse and how to respond.</p> <p><b>Sharing Online</b></p> <p>To recognise that their increasing independence brings increased responsibility to keep themselves and others safe; To know how to use technology safely; To know that just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others; To know how to report and get help if they encounter inappropriate materials or messages.</p> <p><b>Chatting Online</b></p> <p>To know how to use technology safely; To know that bad language and bad behaviour are inappropriate; To know that just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others;</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>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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To know how to report and get help if they encounter inappropriate materials or messages.			
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